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ABSTRACT

Research and development projects in career education funded under part C of Public Law 90-576 for fiscal year 1973 are abstracted in this document. For each State and United States territories, the following information is provided: State and project number; State-level project administrator (including address); amount of Federal funds provided under section 131(a), part C; duration; site information; and description of project or program. The 54 projects are listed alphabetically by State. (TA)

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ABSTRACTS OF RESEARCH AND DEVELOPMENT PROJECTS

IN

CAREER EDUCATION

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Fiscal Year 1973 Program

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STATE AND PROJECT NUMBER: Alaska; V361050L

STATE-LEVEL PROJECT ADMINSTRATOR: Louis D. Riddle
State Director of Vocational Education
Pouch F
Alaska, Office Building
Juneau, Alaska 99801

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $11,281

DURATION: June 1, 1973-November 30, 1974

SITE INFORMATION:

The Research and Development funds in Vocational Education Section 131(a), Part C will be utilized to develop a Career Education Model for K-14 in the Anchorage Borough School District. Following is a description of the project site:

Anchorage Borough School District: The Anchorage community in general has a 4 percent black population, 6 percent native and 1 percent other. From less than 3,000 pupils at the end of World War II, the school district now exceeds 33,400 and within five years another 10,000 children are anticipated. A total of 46 teachers and 15 counselors will be involved in the project.

The cost of living in Anchorage is generally high, with specific costs varying considerably. Overall living costs are quoted as being 25 percent higher than those in Seattle. While housing costs average 50-100 percent higher than the national average, many consumer items cost no more than in the lower 48 percentile.

DESCRIPTION OF PROJECT:

The Anchorage Borough School District will develop a curriculum model for career education K-14 that will incorporate the goals listed below:

Elementary School Component: Programs at the elementary school level are designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

Junior High School Component: The junior high school component will be designed to provide career orientation and meaningful exploratory experiences for students.

Senior High School and Junior College Component: Programs at this level will be designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all existing students in either (a) a job, (b) post-secondary occupational program, or (c) a baccalaureate program.

Staff Orientation Component: Phase I. Orientation of key staff from 16 schools participating in the project; Phase II. Orientation of key staff from remaining 36 schools; and Phase III. Orientation of three staff members from each of six largest remaining districts in Alaska.

STATE AND PROJECT NUMBER:	Alabama; V361017L
STATE-LEVEL PROJECT ADMINISTRATOR:	Dr. David E. Sawyer Director, Research & Evaluation Division of Vocational-Technical and Higher Education Alabama State Department of Education Montgomery, Alabama 36104
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C:	$175,643
DURATION:	June 1, 1973 - November 30, 1974

SITE INFORMATION:

Alabama will coordinate and conduct a single project at 10 sites in the state under the special FY 1973 Section 131(a) Part C funds to develop and demonstrate career education components. Following is a description of the school districts which comprise the project sites.

Bessemer City Schools: Five schools will participate in the project. Total student enrollment of one grade level from each school is 2,292 with 77 teachers. The number of families with incomes below poverty status is 25 percent.

Cullman City School: One school will participate in the project with students from three grade levels. Total enrollment in the project is 23 teachers, 1 counselor, and 662 students. The number of families categorized as at the poverty level was 10 percent.

Decatur City Schools: Two schools will participate with students from three grade levels. There are 122 teachers, 2,523 students, and 4 counselors in the defined project area.

Marion City School: Marion city has designated one school for career education implementation. Within the project school there are six teachers, and 90 students in four grade levels. Thirty-three percent of the families receive food stamps.

Marshall County Schools: In Marshall County 10 schools are participating in the career education project. Total student enrollment is 4,651. The number of teachers involved totals 154. The number of families on food stamps is 13 percent.

Coffee County Schools: Three schools will participate in the project. Total enrollment of one grade level from each school is 1,066 students, 60 teachers and 3 counselors. Fifteen percent of the families receive commodity food.

Alabama

Covington County Schools: In Covington County four schools will participate in the project. Participation includes 60 teachers, 1137 students and two counselors. Seventeen percent of the families receive food stamps.

Geneva County Schools: Grades 7-12 in four schools will participate in the project with 592 students, 24 teachers, and 4 counselors.

Phoenix City Schools: Participating in Mobile County Schools are two schools and four grade levels (9-12). Total number of students involved is 1990 with 80 teachers and 4 counselors.

Mobile County Schools: Three schools will participate in the project. Total enrollment of four grade levels 6,451 students, 250 teachers and six counselors. Twelve percent of the families presented in this school come from families on food stamps.

DESCRIPTION OF PROGRAM:

Junior High School Component: All project activities will be designed in such a way as to cut across all educational experiences of the junior high school student to determine their relative contributions to the exploratory activities being developed. Each educational activity experienced by a given student at some point will be utilized in identifying and cataloguing potential school leavers K-14 and in developing a network intermeshing identified competencies and abilities with available placement options.

Guidance and Counseling Component: Counselors and coordinators will be employed. The counselors will receive extensive in-service training and will participate in the curriculum development program. A comprehensive placement program will be developed to provide for the placement of every exiting student in a job, a postsecondary occupational program or a baccalaureate.

Placement Component: As an extension of the guidance and counseling component, the placement service, which was established in the senior high school during the 1972-73 Career Awareness program, will be further developed and more fully implemented. Convasses will continue to be made of potential employers for students who wish to work part-time while continuing in school, for students who may drop out of school and work full-time, and for high school graduates.

STATE AND PROJECT NUMBER: Arizona V361054L

STATE-LEVEL PROJECT ADMINISTRATOR: Eugene Dorr
Project Director
State Department Of Vocational Education
1333 West Camelback Rd.
Phoenix, Arizona 85013

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $82,362.00

DURATION: May 1, 1973-October 31, 1974

SITE INFORMATION:

Arizona will establish its Part C demonstration, testing and development site in the local school district of the city of Buckeye. Following is a description of the project site.

Buckeye Union High School District: Buckeye is located approximately 40 miles west of Phoenix, Arizona.

DESCRIPTION OF PROJECT:

The Buckeye Union School District project of the Buckeye Career Development Project will be conducted in the elementary and high schools, levels K-6 through K-12.

School Membership Project Participants and Professional Staff in In-Service training: The membership of schools served by this project are public schools. In the public schools at the K-6 level, there were 1721 schools served, at the K-7-9 levels there were 737 schools served and at the K-10-12 levels there were 524 schools served. The Professional Staff receiving in-service training to work in the public schools was 90.

The number of persons participating in the project from public schools, was 1750 at the K-6 level, 750 at the K-7-9 levels, and 540 at the K-10-12 levels.

Ethnic Breakdown of Students and Professioanl Staff: The ethnic groups included were Mexican/Americans, Blacks, Angloes, Indians, and any other groups. From the Professinal Staff, there were 6 Mexican/Americans in the district and 6 at the project, there was 1 Black in the district and 1 Black at the project, there were 141 Angloes in the district and 141 at the project. There were no Indians in the district or at the project, and in other ethnic groups there were 148 in the district and at the project.

Arizona

Rural-Urban Percentage Distribution of Participants Being Served By the Project: The participants from the rural farm areas was 40 percent. The participants from the rural non-farm areas was 60 percent. The participants from the standard metropolitan areas was zero.

STATE AND PROJECT NUMBER: Arkansas; V361037L

STATE-LEVEL PROJECT ADMINISTRATOR: J. Marion Adams
State Dept of Education
Division of Vocational, Technical and Adult Education
State Education Building
Little Rock, Arkansas 72201

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $93,808

DURATION: June 1, 1973 - May 30, 1975

SITE INFORMATION:

Arkansas will establish its Part C demonstration, testing and development site in the local school district of the city of Russellville. Following is a description of the project site:

Russellville School District: Russellville is located midway between or about seventy-five miles from each of the two largest urban areas of the state. Because of its location on the navigable Arkansas River and several major highways including the Interstate System, Russellville has become a medical, transportation, commercial, education, industrial, agricultural, and financial center for the west central Arkansas River Valley area. The economy is balanced between tourism, agriculture, industry and business. The area is in the center of the poultry industry in the state. Several "blue chip" industries such as Firestone and Dow Chemical are located in Russellville. Arkansas Polytechnic College is located in the area. Three major state parks are located within a thirty-minutes drive of Russellville.

The population is 12,000, although the Russellville-School District serves a population of approximately 17,000. About 22 percent of the school enrollment of 3800 is classified as economically disadvantaged. In the district there are 5 elementary schools with 1558 students and 79 teachers; one middle school with 31 teachers, one counselors, and 667 students; and one senior high school with 2 counselors, and 839 students.

DESCRIPTION OF PROJECT:

The major efforts of this project will focus upon three components: (1) guidance and counseling; (2) career orientation and meaningful exploratory experiences at the middle and junior high levels and (3) placement of existing students in either: (a) job, (b) post-secondary occupational program, or (c) a baccalaureate program.

Middle School and Junior High School Component: All teachers will be involved in a self-awareness program at this level. Two career coordinators with counseling backgrounds will design and coordinate the exploratory experiences. These coordinators will work with the teachers and present counselor to form a team. Every school subject will be examined to determine opportunities it may provide for the exploration ofpupil interest and talents. However, project staff members will work primarily with the social studies teachers in grades 6-9. Problem areas will be analyzed for appropriate program revisions. In the second year of the project, it is anticipated that provisions will be made for ninth grade students to recieve realistic experiences in the various clusters.

Placement Specialist Component: The goals of the placement specialist component are to develop a system for: (1) identifying job openings, (2) informing students about job openings; matching students with jobs; and (3) follow-up and feedback. The career placement specialist will work in close consultation with the director and staff members of this project as well as other counseling staff members, vocational teachers and coordinators, and the director of the area school complex.

Guidance and Counseling Component: A total of seven counselors will be involved in the project. One will be designated as project director. The director will have the responsibility of developing systematic inservice education programs in the area of career development for the entire counseling and guidance staff. Although career awareness at the elementary level is not a major component of this project, it will not be ignored. All elementary teachers will be involved in a pre-school workshop in August of 1973, being made to employ a counselor from local funds at the elementary level during the second year of the project.

STATE AND PROJECT NUMBER: California; V361012L

STATE-LEVEL PROJECT ADMINISTRATOR: Wesley P. Smith
State Director of Vocational Education
State Department of Education
State Educational Building
721 Capital Mall
Sacramento, CA 95814

Federal Funds Provided Under Section 131(a), Part C: $715, 283

Duration: May 15, 1973 - October 31, 1974

SITE INFORMATION:

The State of California project sites receiving special FY 1973 funds under Section 131(a) of Part C to develop and demonstrate career education components are: Camino Union Elementary School District; Covina Valley Unified School District; Los Angeles City Unified School District; Richmond Unified School District; Sacramento City Unified School District; San Diego County Office of Education; and Santa Barbara School District/Santa Barbara High School District. Following is a description of the eight school districts which comprise the project sites:

Camino Union School District: The District is located in the center of El Dorado County. The socio-economic nature of the community is primarily a rural, semi-agricultural setting, with limited employment opportunities. The major industry is lumber and the largest lumber company is located in Camino. Unemployment in the county is high. El Dorado County ranks 57th of the 58 California counties in per capita income. Total population is 750. Camino Union School District however, serves a total population of over 2,000 within a total county population of 46,1000. Over 50 percent of the low income and average income families are employed in Placerville or Sacramento.

Sacramento is the location of three of the four Los Rios Community College campuses participating in the project. The area is an urban and suburban industrial community. The total county population is 631,498. It is the river and rail shipping, distribution, wholesale and retail trade center for numerous agricultural, lumbering, mining and recreational industries.

The sites participating in the project are 16 elementary schools with 242 teachers, 4 counselors, and 5,262 students; 2 high schools with 127 teachers, 6 counselors, and 2,418 students, and 4 community colleges with 776 teachers, 48 counselors, and 29, 017 students.

California

DESCRIPTION OF PROGRAM:

The 1973-74 project of the Camino Career Development Program will extend its present program to other elementary schools, the local high schools, and community colleges. The overall goal is to develop and implement a K-Adult Career Information Bank to facilitate learner awareness, orientation, preparation and placement in terms of the broad range of options open to them in occupation, avocation, leisure pursuits and education.

Elementary School Component: The project will involve the learner in activities to develop a career information bank. Opportunities will be provided for students to elect to produce many of the data bank audio-visual media. Experience in production of data bank information will be provided by inservice work sessions for students, staff, business, and industry personnel. Resources from the data bank will be used by all students enrolled in the ten identified schools.

Secondary School Component: Assuring the continuation of career education, the high school student is guided into suitable course work based upon his career aspirations and learning style. Each student will receive counseling from his class counselor to identify at least three areas of compatibility between his achievement and long range goals. Students will be involved in making contacts with the working community in areas related to his interests.

Work Experience Component: The purpose of the Career Education Program at the high school level will be to further develop the student's community and career awareness, to asssit students in exploring the implications and requirements of various occupational families, and to help them formulate a sense of vocational identity. Two career counselors will work with incoming freshman and sophomore students. The district also offers vocational training programs at the junior and senior levels for all students who are interested in obtaining marketable skills, and a comprehensive Work Experience Program. A further intent is to provide graduates, out-of-school youths and adults the opportunity to enroll in a vocational or technical training program.

Adult Education Component: The Los Rios Community College will provide technical assistance, training, production and reproduction of the audio-visual materials that are jointly being developed by the students and staff involved in the Camino District project.

Guidance Component: Three general stages of pupil-personnel development have been incorporated into the career education curriculum. These are: the awareness of, the accommodation of, and full-time involvement of the person's totality as he relates to the world of work. Therefore, guidance within the school setting will involve.

each child. When ready the students are shown the interrelationships of jobs and are encouraged to value alternatives within a job clustering.

Covina-Valley Unified School District: The District is located in Los Angeles County within the communities of Covina and West Covina and unincorporated county territory. Approximately 50 percent of the employed people are involved in professional, technical, or management positions. Another 25 percent are involved in clerical, secretarial and sales work; 15 percent in crafts, machine operations and skilled labor. The career opportunities are varied with many types of business, industry and agricultural opportunities being potentially available to students completing the high school and community college programs. The population is approximately 100,000; 1,111 families currently are receiving aid through dependent child programs. Of the total population 8 percent have Spanish surnames; 8 percent are Black and 1.0 percent are Oriental.

The Covina-Valley Unified School District enrolls approximately 17,000 students in grades K-12, of which approximately 8,000 are elementray, 3,000 intermediate and 6,000 high school students (including continuation high school). There are 16 elementary schools, 8 of which will be involved in this project on a pilot basis, 4 intermediate and 3 comprehensive high schools involved in the project. Also involved will be a Continuation High School, Tri-Community Adult School and the community college which is a component feeder district. The Work Experience, Educationally Handicapped and Educationally Mentally Retarded programs.

The expanded project will be developmentally related to approximately 50 percent of the district's elementary teachers (104); 75 percent of the district's high school teachers (106) and all building and district administrative staff members. In addition, the project will relate to about 10 percent of the adult school teachers and their students and 5 percent of the community college staff.

Elementary School Component: The Covina-Valley District has developed a computer-assisted program to monitor and report on the academic growth of students in grades 1-6 on a yearly basis. Students in the primary grades (1-3) will develop an understanding of self and others utilizing the Dimensions of Personality program. Activities will focus on the development of self-awareness and will be closely coordinated with career awareness activities. To enable students in the middle grades (4-6) to develop an understanding of factors that influence personality - The Dimensions of the Personality program will be used to implement this goal.

Intermediate Component: The intent will be to emphasize career orientation and exploration in our four intermediate schools for all 7th and 8th grade students. At least two teachers will develop nine week mini-courses relating to Career Orientation and Exploration to be

integrated into the intermediate school curriculum after processing through the Curriculum Development Advisory Board.

High School Component: Teachers will be added to the existing programs to include those in the areas of special education, continuation and adult education programs. A summer workshop will be held for a select number of teachers. Teachers in various curriculum areas will be involved in the project (Art, Foreign Language, Music, Physical Education and Social Studies).

Community College Component: Ten insturctors will be given key tasks to build an informational base for a document which will be "Guidelines for the Career Development of Students Preparing for Careers through the Community College". The document will be developed around the five areas with a body of information tying together career clusters and ladders, curriculum planning and preparation and guidance procedures. This component will also determine effectiveness of career planning and guidance in influencing the high school dropout rate.

Adult School Component: The efforts in this component will be to provide more specific career development courses and performance objectives in the course of study for the Tri-Community Adult school. There will be emphasis upon job-entry requirements.

Guidance Component: Counseling service include full-time counselors, and psychologists to assist with placement and programming. Students receive computer analysis of his plans and requests. Counseling will involve students and their parents where deemed necessary.

Los Angeles Unified School District: The District will expand the services of the Counselor Aide program. This continuing site consists of one high school, three junior high schools and six elementary schools.

Kindergarten - Grade 12: The comprehensive scope of the Los Angeles Model includes refinement and modification of instructional units in every grade level. These units will be designed to help the students prepare for the world he will enter upon leaving school. The integral part of the instructional program will help students to achieve their academic, personal and career goals. A prime program objective is that every student will leave the public schools with a saleable skill or preparation for successful entry into various levels of postsecondary education.

Guidance and Counseling Component: Many of the students in the paraprofessional Counseling Program at Los Angeles City College are recent graduates of the District's high schools. Because of their background and training the district will employ 16 as Counselor Aids in the Comprehensive Career Education Model program. The project will be coordinated with the State Career Education Task Force Chairman.

California

Richmond Unified School District: Richmond's Model Neighborhood area covers an area of 2.4 square miles centering in the old downtown area. One section of the area is in the City of Richmond, and another in the unincorporated area of Contra Costa County. The population is 18,500. The Black population is 81 percent and 17 percent White and Spanish American. Median income of the tract is $7300. Latest unemployment figure is 18%. The Model Neighborhood Area has the highest frequency of welfare recipients in any area of the county (54 percent). The number of youths, using State Department of Vocational Education standards classified as disadvantaged is 90 percent.

The project personnel consist of one school each - prekindergarten with 3 teachers and 90 students; and elementary school with 21 teachers, and 659 students; junior high with 62 teachers, 5 counselors, and 1,073 students; high schools with 115 teachers, 7 counselors, 1,967, community colleges with 200 teachers, 10 counselors, and 7,000 students, and adult education with 72 teachers, 3 counselors and 2,839 students.

DESCRIPTION OF PROJECT:

This project will provide the State of California with an urban disadvantage element in career education. Following is a description of the career education components.

Preschool Component: Thirty prekindergarten children will be provided career orientation through a comprehensive home-school community instructional program. The program will include instructional activities and experiences directed to the development of a positive self-concept, and provides students with career-role play activities. The instructor will maintain liaison with the elementary and secondary schools involved in the program. Also cross-age counseling and tutorial activity will be maintained.

Elementary School Component: The elementary school portion of this reserach and development project is designed to provide a comprehensive home-school-community based on career awareness program wherein students, parents, school staff and representatives of the work community together build a relevant, individualized curriculum which brings the school, family, and community together. The career education specialist will conduct staff inservice on a regular basis. Career education will be incorporated into Reading and English classes.

Intermediate School Component: A ten-week program with a one-week exploratory experience in stipulated vocational education program areas, and two weeks in the personal development areas will be a part of the Basic Career Orientation phase of the project. Students will visit a production center, comprehensive high school and community college to develop an understanding of the sequential skill building curriculum.

California

High School Component: Students will identify a career approach and receive at least one-third daily instruction in the specified area. A Learning Skill Center will be developed to assist vocational instructors and counselors in the development of student's academic skills necessary for vocational education instruction.

Production Center Component: This will be a centralized learning facility serving Grades 11-14 in which the instructional processes are centered within the production of valuable products or services. Students engage in all phases of production, including planning, production, marketing, evaluation, and related support services.

Adult School Component: The Adult Evening School will operate a Career Information and Guidance Seminar three evenings per week. This adult service will include career guidance and individual interest and aptitute testing. The Adult school will conduct follow-up studies of vocational students who have recently graduated, and conduct career training and guidance for those unemployed. Also career guidance will be offered to the community adult population at large.

Community College Phase: The Community College phase will include practicums for participants through the production center, Mobile Counseling Van in the Model Neighborhood Area, and advance training.

Guidance and Counseling: This component is viewed as an important and integral element of career education at each of the levels involved in the project. Services in this area will involve the dissemination of current information concerning placement opportunities, high level of education, training, or work.

San Diego County Department of Education: The school district of La Mesa Spring Valley and Grossmont Union High School District will be extended from FY 72 in the Career Education project. Expansion of the project would include the Grossmont Community College. These communities have a population of approximately 90,000. Of these 16 percent have Spanish surnames and 1.5 percent are Black and Oriental. Fourteen percent of the families have incomes below the poverty level. The major employers are proprietors in the shopping centers and electronic manufacturing companies, with a minor amount of agriculture.

For purposes of this project, two elementary schools, with 48 teachers, one counselor and 1,526 students; one junior high school with 28 teachers, 6 counselors, and 680 students; one senior high school with 100 teachers, 6 counselors, and 2,824 students, and one community college will be included.

DESCRIPTION OF PROJECT:

The major purpose of the entire career education emphasis is to

change present educational procedure so that a student is better able to experience career development as an integral part of his school program.

Elementary and Junior High School Component: Students will create activities utilizing readily available resources and materials. Implementation of the activities should increase student's self-awareness and knowledge of careers. To make available and encourage the use of information and experimental materials, a career media center will be developed and staffed.

Secondary Component: The career education component for grades 9-12 will include a residential week at a naval training center exploring careers and on-the-job training. Teachers will revise their courses to include career education. Teachers will conduct evening classes for parents and the community.

Adult and Community College Component: This component will explore ways in which career education can be strengthened in post-high school education. Coordinating activities will be provided with other components of the program. Career education counseling classes or workshops will be scheduled for students to strengthen job placement opportunities.

Guidance and Counseling Component: Guidance and counseling activities will include follow-up career experiences in the classroom and field visitations. This component is viewed as an important and integral element of career education.

Sonoma County School District: This project would be initiated in 15 schools in Sonoma County representing elementary, junior high, and senior high developmental levels. The schools will represent the different socioeconomic and ethnic areas represented in the community. Areas include Healdsburg, where the student population has the largest percentage of Mexican-American students; Windsor has the largest minority population, and also the lowest socio-economic area; Santa Rosa City has a predominantly white middle class group, and the largest Black population in the county. Schools would also include Sonoma and Petaluma with predominantly white populations.

DESCRIPTION OF PROJECT:

This project will test, refine, and further implement the career education program. Teachers are an important part in developing the program and in serving as consultants. Following is a description of the elementary, high school, and guidance components of the project:

California

Elementary School Component: The elementary school component will design a program to increase the career awareness of students in terms of the broad range of options open to them in the world of work. Teams of teachers representing various subject areas will develop material for classroom use.

High School Component: Interns will be placed to assist in the career education program. Interns will be recruited from the community college who have expressed an interest in the program. Teachers will attend six workshops to receive training for the program.

Guidance and Counseling Component: College interns will be trained to assist teachers to implement career education into regular classroom curricula. Counselors will work as facilitators.

Santa Barbara School District and High School District: Santa Barbara School District (grades Pre K-6) serves the greater Santa Barbara area which has a population of 70,000. Santa Barbara High School District (grades 7012) serves the Santa Barbara, Montecito, Goleta Valley area (123,300). The Santa Barbara Community College District serves the Santa Barbara, Montecito, Carpinteria, Goleta Valley area with 130,800 population.

Santa Barbara County lies in the southwest portion of California. It is bordered on the south and west by the Pacific Ocean. The major economical base includes tourism, properties and pension incomes, University of California - Santa Barbara, manufacturing, agriculture and government. Schools in the project site include: Day Care and Preschool (6), 24 teachers, 3 counselors and 340 students; elementary schools (11), 327 teachers, 12 counselors, and 5,413 students; junior high schools (4), 308 teachers, 25 counselors, and 5,275 students; senior high schools (4) with 319 teachers, 30 counselors and 7,065; and one community college with 140 teachers, 12 counselors, 5,205 day students and 1,802 evening students.

DESCRIPTION OF PROGRAM:

The career education program will provide for a comprehensive career education instructional, counseling, and guidance and placement program from pre-school through community college and adult education. The plan is designed for a coordinator to implement the activities and services provided for the project.

Preschool and Elementary School Component: Activities will expand upon the present career education project by including a third pre-school. All experiences will be aimed at: developing self-awareness, career awareness, a positive attitude towards work and the dignity of work, developing career decision-making skills, and accent on the personal, social, and economic significance of work.

California

Junior High School Component: An inter-disciplinary approach involving the Cluster Development Concept will be developed. Extensive in-service training will be conducted. Students will be taken on field trips. The Career Information Technicians will arrange for career seminars and speakers. All 9th grade students will be involved in career planning which will include the development of a profile of their interest, abilities, work experiences, tentative career choices, and the next step in their career planning. The Curriculum Development Team Leader will introduce the Career Education curriculum to every department in the project schools.

Senior High School Component: Activities will include expansion of classroom curriculum activities to develop a relevance between the student's school experiences and the world of work and increase students career awareness. Teachers will be trained for team leader responsibilities. Extensive in-service time in the spring and summer will be planned for teacher development. Follow-up training sessions will be held. Objectives are to prepare students for jobs on entry into post-secondary education upon graduation.

Adult Education & Community College Component: A mobile Career Information Center will make information available to those not currently accessible to one of the established Career Information Centers. Achievement Motivation Seminars will be offered to displaced, highly qualified persons. Special testing will be provided to assist individuals in the community to assess their interest and aptitude so that they can make appropriate decisions in regards to academic and skill development.

Guidance and Counseling: In-service education will be provided for all counselors, work experience advisors, career Information Technicians and Video Tape Directors to inform them of the key role they play in the project. Counselors will administer interest surveys to students to determine their vocational interest. Student outcome in relation to project goals will be measured with the use of pre-and post-test. Parent's attitudes will also be surveyed with further explanations of career education.

STATE AND PROJECT NUMBER: Colorado; V361027L

STATE-LEVEL PROJECT ADMINISTRATOR: M. G. Linson
State Board for Community Colleges
and Occupational Education
207 State Services Building
Denver, Colorado 80203

FEDERAL FUNDS PROVIDED UNDER
SECTION 131(a), PART C: $101,141

DURATION: June 1, 1973 - November 30, 1974

SITE INFORMATION:

The State of Colorado has designated five sites to participate in the Career Education Project using FY 1973 funds. This project will be administered, coordinated and monitored by the Research Coordinating Unit and the State Board for Community Colleges and Occupational Education. Following is a description of the project site:

Weld County School District: There are two middle schools composed of a population of 31 percent Spanish surname participants and 69 percent Anglo Americans. Total number of students is 554. Number of teachers participating is 17. Each school will involve one half-time counselor and one principal.

Rocky Ford School District: The middle school in Rocky Ford is composed of 51 percent Spanish Surname, 1 percent Oriental, and 87 percent Anglo students. A student body of 668 students will be represented in the project. Administratively there is principal, and one counselor. The number of teachers represented is 33.

Pueblo School District: In this school district there are 34 teachers, two counselors, one assistant principal and one principal with 712 students. The population consists of 38 percent Spanish surnames, 3 percent Black and 58 percent Anglo and 1 percent other students.

DESCRIPTION OF PROGRAM:

This project will concentrate its efforts in one middle school in each of the five pilot districts. The goals of the program are to increase the self-awareness of each student, to develop in each student favorable attitudes about the personal, social and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills.

Colorado

All programs, both instructional and group guidance, will concentrate not only on the subject area and its relation to careers, but also on providing the students with a maximum opportunity to develop and sharpen decision-making skills.

STATE AND PROJECT NUMBER: Connecticut; V361014L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Joseph F. Murphy
Project Director
State Dept of Education
Box 2219
Hartford, Connecticut 06115

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a) PART C: $95,481

DURATION: June 1, 1973 - November 31, 1974

SITE INFORMATION:

Connecticut will establish its Part C demonstration and testing site in the city of Meriden, which is located in New Haven County. Meriden has a population of 58,000, with approximately a 10 percent minority population consisting of Blacks and Puerto Ricans. Of these approximately 3.5 percent are Black and 6.5 are Puerto Rican. The enrollment from the minority group rises to 12 percent in the schools with approximately 4 percent Black and 8 percent Puerto Rican.

The socio-economic nature of Meriden is indicated by the following factors: It is listed in the Connecticut State Plan for Vocational Education as being one of the "top priority" cities based on a high unemployment rate averaging considerably higher than for the state as a whole on a consistent basis over the years. Meriden has a high rate of school drop-outs and a high ratio of families on AFDC (Aid to Families of Dependent Children).

The school system serves a total of 11,378 students. It has 9 elementary schools, grades K-5, serving 5,384 students, 3 middle schools, grades 6-8, serving 2,585 students and 2 high schools, grades 608, serving 1,700 students each.

There is a total staff of approximately 500 teachers, specialists, supervisors, and administrators. For the purpose of this program 3,500 students in grades 6-9 and 150 staff members will be involved.

DESCRIPTION OF THE PROGRAM:

The program is a comprehensive program to be carried on in the 3 middle schools of Meriden and in grade 9 of Meriden's 2 high schools. It will have a strong guidance and counseling emphasis with its focus in the following areas: (1) to increase student's self-awareness (2) to develop favorable attitudes toward the world of work (3) to give

students practice in career decision making and (4) to provide student awareness as to the many career options available in the world of work.

Junior High or Middle School Component: Students will be oriented to the necessity of employment requirements and career opportunities. They will be assisted in the development of goals, values, and the process of self-analysis are oriented to the importance of employability skills and characteristics of leadership will be cultivated by providing in individual differences by allowing the students to participate. The scope and depth of career exploration will be provided through the use of speakers, field trips, job observations and various media available whenever possible.

The program will develop curriculum materials for grades 6-8. This will prepare teachers to implement successful career exploration through "Work-Role Instructional Techniques," by exposing all students to a wide spectrum of career occupations through discussion, use of audio-visual materials, resource persons, and field trips.

In addition, the students will undertake an exploration of their interests and abilities through participation in manipulative techniques and simulations in the school or by means of work-setting observations in the community.

The total curriculum as well as each unit will be developed in line with the PPBES approach and contain clearly defined goals, behavioral objectives, a budget, and an evaluation method whereby student progress can be measured to determine effectiveness in relation to cost. A resource center, containing information on all careers, career education, development and research will be established at the school to provide information to staff and students.

The Secondary School Component: The project will establish a career resource center for the senior high school level. The materials in this center will be the kind that can be used by an individual or with a class and will be audio-visual in nature whenever possible. In addition a portion of the material will relate to the local employment situation.

In the first level of the high school, ninth grade, the Career Education Program will orient students toward the necessity to teach employment requirements and career opportunities. Students will be assisted in the development of goals, values, and the process of self-analysis and oriented toward the importance of employability skills.

The program will also prepare teachers to in turn prepare students of the wide variety of careers and occupations through discussions, field trips, speakers, and audio-visual materials. Students will be

exposed to work-setting observations in the community, where they will have a chance to exercise their interest in a particular career.

To develop a unified and integrated career orientation approach involving all disciplines, a variety of teachers such as language arts, social studies, math, science, home economics, industrial arts, music, art, and physical education instructors will be involved in a curriculum development committee.

Guidance and Counseling Component: The counselors involved with this program will make significant changes in their approach to accept the non-college bound student on an equal footing with the college bound student. Twelve high school and elementary school guidance counselors, and five administrators from the middle and high schools will be acquainted with career education concepts and practices and given opportunities to explore the business world within the community.

A series of inservice workshops will be planned and operated with the assistance of neighboring universities, the State Department of Education, and the local school system. The series will consist of five three hour workshop seminars between January and June 1973 followed by an intensive two-week workshop in July of 1973.

In the workshops, the guidance techniques which will be dealt with will include group guidance, group counseling, and the practices of career education. In addition, counselors will receive training to develop and maintain a career materials resource center at each middle and high school, as well in assisting students in effectively using them.

STATE AND PROJECT NUMBER: Delaware; V361056L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Conrad C. Shuman
Project Director
State Department of Education
Dover, Delaware 19901

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $20,048

DURATION: June 30, 1973 - June 29, 1974

SITE INFORMATION:

Delaware will establish its Part C demonstration, testing site in the Caesar Rodney School District, serving the towns of Camden, Wyoming, Woodside, Dover Air Force Base and surrounding suburban and rural areas. Following is a description of the project site:

Caesar Rodney School District: This area basically comprises three residential towns, a residential area of Dover, rural areas and an Air Base School District. The total district has a population of about 25,000. Minority groups compose about 12 percent of the population. Caesar Rodney has a substantial proportion of middle income families; however, about five percent of the families have incomes below the proverty level. The economy is not diversified, but includes the Air Base with its transportation components, agriculture, as well as distribution and service occupations.

The local school district enrolls about 8,100 pupils in grades K-12. However, for purposes of the Career Education project, three schools enrolling about 3,480 students will continue as the identified project site. One school will continue to serve as a control site.

The Caesar Rodney District has for a number of years, offered programs in grades 10 through 12, designed to provide job preparation in several occupational areas. These programs have included agriculture, business and office education and other related occupational experience. In addition, 318 students attend the Kent County Vocational-Technical School District on a one-half day basis. Industrial Arts and Home Economics serve as exploratory activities in the world of work.

DESCRIPTION OF PROJECT:

Self-Awareness Component: A program, at the junior high school level, designed to increase the self-awareness of students and to develop favorable attitudes about the personal, social and economic

significance of work was initiated in January 1972. The coordination of the responsibilities was the first activity of the guidance personnel.

Instruments used in evaluating student self-awareness and establishing counseling priorities:

1. An educational and career planning survey
2. An Assessment of Counseling Needs Worksheet
3. Interest inventories
4. Aptitude batteries

Counselors utilized the data to counsel and help students become aware of their interests, self-concepts, needs and abilities. The purpose was to open up the entire range of career possibilities to students and to help them make realistic career decisions based upon true self-awareness. Such decisions were entranced directly into a career field immediately upon leaving school, entranced into a post-secondary technical or occupational program or entranced into a four year baccalaureate program.

Career Orientation and Exploration Component: The schools which comprise the project site has three counselors at the junior high school level, five at the senior high school level, and two at the Dover Air Force Base High School. An additional counselor-coordinator serves all the schools in the component.

An interdisciplinary team of thirteen persons received 35 hours of in-service training which familiarized them to career development theory and offered an opportunity to explore the world of work and the dignity each pursuit should rightfully receive. The in-service training program was planned and operated through assistance from the Vocational Division of the Department of Public Instruction.

The entire team of counselors, teachers, coordinators and para-professional became involved in a complete and articulated model program of testing, guidance, counseling, career orientation and self-awareness at all grade levels, 7-12.

The model program encompassed the following characteristics:

1. Involvement of an interdisciplinary approach; included were the fields of Guidance, English, Social Studies, Mathematics and Science.

2. Employment of a program coordinator who has the responsiblity of the placement services as well as overall coordination of the program.

3. Development of curriculum materials by the team for utilization in the fields of number 1 above, for the interdisciplinary team to employ in its daily work with students.

Delaware

4. The development of a program of Exploring Occupations funded through State occupational vocational units. This program of Exploring Occupations includes a wide variety of approaches to career orientation, including hands-on experience in various laboratory environments, field trips, community career consultants, program coordination and student cycling approach.

5. Defining of guidance criteria in terms of student behavioral objectives.

6. Collection of baseline data on June 1972 graduates in order to compare with the results of the participating schools.

7. Construction of program objectives which are realistic possibilities. and within the capability of the participating districts.

8. Provide for corrective feedback promised on evaluation of the achievements of the program. All results to be analyzed and refinements made on the analyzed data. Continual refinement will be a procedural act.

Placement Component: To extend the guidance and counseling component, a placement service was established at the senior high school. A placement officer, program coordinator and a paraprofessional was employed in April 1972 to staff the placement service and serve as program coordinator. The placement officer cooperated with the guidance counselors, the cooperative education coordinators, the vocational teachers and the Employment Security Division of the Department of Labor in ascertaining placement needs of the community. An employer-interview form was developed and utilized as the survey instrument.

A current file of job opportunities has been partially established and updated through the employer-interview technique. The placement service performed a follow-up survey of students graduating from the 12th grade to assure maximum placement either in a career or in further education. A two year follow-up survey is projected at the appropriate time.

Accummulated experiences provide the school district curriculum personnel with recommendations for needed revisions and improvements on the ongoing education program.

Components of the project were designed in such a way as to emphasize measurement of student outcomes in relation to the treatment attempted and to provide for appropriate program revision where heeded. Accurate documentation and budgeting procedures as well as associated costs. This data will ultimately be essential in judging the potential transportabilityof the successful components.

Delaware

The project essentially is comprehensive in nature involving multiple grade levels. The project activities cut across all educational experiences at a particular grade level. As an example, career orientation for 7th and 8th grades was conducted as an integral part of the ongoing studies in language arts, science, social studies and guidance programs.

STATE AND PROJECT NUMBER: District of Columbia; V361059L

STATE-LEVEL PROJECT ADMINISTRATOR: Junius George
Public School of the
District of Columbia
415 12th Street, NW
Washington, DC 20024

FEDERAL FUNDS PROVIDED UNDER
SECTION 131 (a), PART C: $25,979

DURATION: June 30, 1973 - June 30, 1974

SITE INFORMATION:

The District of Columbia will establish two interrelated pilot career clusters of career development programs in the areas of communication and media, fine arts and humanities. The site has been designated as the first career center of a master plan for developing career centers. Following is a description of the area which comprise the project site:

District of Columbia School District: The designated project site is the former National Geographic Building, Third and R Streets, NE. The project site is centrally located within the school district. This offers accessibility to students of each section of the city and provides for maximum coordination of programs to be conducted in the center with programs in the twelve academic and five vocational high schools.

The twelve academic high schools of the District of Columbia serve about 19,000 pupils in grades 10-12. Approximately 2,800 students are served in vocational high schools. Minority groups comprise approximately 95 percent of the population of the academic high schools. Approximately one-fifth of the academic high school students may be classified as disadvantaged youth. In excess of 35 percent of the students dropout prior to the completion of requirements for a diploma. Approximately 60 percent of the high school graduates enter some form of continuing education.

DESCRIPTION OF PROJECT:

This research and development project will provide planning and evaluation capabilities for implementation of a high school level career development program designed to provide job preparation in communications and media; fine arts and humanities.

Washington, DC

Program Component: An Advisory Committee on The Pilot Clusters: Communication and Media-Fine Arts and Humanities is being established which will include representatives from the Board of Trade, Civil Service Commission, local business and industry, cultural institutions and agencies, and public and private schools. The committee will have the responsibility of recommending overall program needs through an on-going evaluative process and assisting in developing cooperative training and placement opportunities.

Guidance and Counseling: Guidance and Counseling services will be correlated with the on-going guidance and counseling services of the Department of Career Development Programs and the Public Schools. Guidance service will be provided to assist students in satisfying psychological, social and career needs. Services will be designed to aid students who seek employment immediately upon completion of high school as well as those who plan to continue their education. All students will receive in the development of goals and choices related to their educational and career futures.

STATE AND PROJECT NUMBER:	Florida; V361007L
STATE-LEVEL PROJECT ADMINISTRATOR:	Dr. Kenneth M. Eaddy Division of Vocational, Technical, and Adult Education Room 258, Knott Building Tallahassee, Florida 32304
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C:	$281,660
DURATION:	January 1, 1973 - June 30, 1974

SITE INFORMATION:

Leon County has been selected as the site for establishing a comprehensive Career Education Program for the FY 1972. The total population of Leon County is approximately 115,000. It is estimated that 60 percent of the population is in the middle and lower income group. Minority groups comprise 26 percent of the total population. Following is a description of the school district which comprises the project site:

Leon County School District: The school district enrolls about 22,000 students in grades K-14 in 30 schools. For purposes of this project a complex of 10 schools enrolling 9,842 students has been identified. Tallahassee Community College, one of the 10 schools will be involved in providing highly technical post-secondary occupational programs.

DESCRIPTION OF PROGRAM:

The project will assist in the coordination of resources available in the District to make them an integral part of the proposed career education model. Components such as pre- and in-service teacher education, placement, and follow-up services will be developed.

Many components of career education are operational in various schools of Leon County; however, this program will further increase self-awareness, develop favorable attitudes about the personal, social and economic significance of work, and assist each student in developing and practicing appropriate career decision-making skills.

Elementary Component: The career education program will be operating in five elementary schools. A committee of parents, educators and other individuals with specific expertise in curriculum

evaluation, and administration will be selected to work with teachers at grade levels K through 5. The committee will explore potential revisions of the existing elementary curricula and select materials useful for developing a career awareness program for elementary school student.

Elementary Component: The career education program will be operating in five elementary schools. A committee of parents, educators and other individuals with specific expertise in curriculum evaluation and administration will be selected to work with teachers at grade levels K through 5. The committee will explore potential revisions of the existing elementary curricula and select materials useful for developing a career awareness program for elementary school student.

Middle School Components: Two middle schools will be included in the program. Materials from previous programs will be used to provide career orientation, and exploratory experiences to students enrolled inthe two schools. Community involvement will be developed through the use of an advisory committee. All students in grades 6 and 7 will be rooted and rotated through 15 clusters of occupations on a planned schedule.

Secondary and Post-secondary Component: One high school, one Vocational-Technical school and one community college will participate in the project by continuing and expanding programs previously developed. Affiliation with the Florida State University and the Florida Agricultural and Mechanical University will strengthen the existing cooperative relationship between the District, Community College and the University systems.

Guidance and Evaluation Component: Schools comprising the project site have 16 counselors: one for the five elementary schools; four in the middle schools; four in the senior high school; three in the vocational-technical school and four in the Tallahassee Community College. Additional counselors and occupational specialist will be assigned to participating schools.

STATE AND PROJECT NUMBER: Georgia; V361015L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Russell S. Clark
State Director of Voc Ed.
State Department of Education
State Office Building
Atlanta, Georgia 30334

FEDERAL FUNDS PROVIDED
UNDER SECTION 131(a), PART C: $228,853

DURATION: June 1, 1973 - December 1, 1974

SITE INFORMATION:

In 1972, Georgia established 36 grants from 102(b) funds disadvantaged and handicapped, Part B, Part D, Part G as well as other State and local funds to implement career education at the junior high and secondary level designed to provide (a) career guidance orientation and exploration (b) job preparation including work experience and cooperative education for all students at grades 9-12, (c) integration of academic and applied learning, and (d) a guidance based placement service. In 1973, 19 sites were added with a new component for the development and installation of an elementary career awareness program in at least one feeder elementary school per project junior and senior high school. The funded systems were: Appling County, Atlanta City, Baldwin, Bibb, Brooks, Burke, Calhoun, Catoosa, Carrollton City, Cherokee, Clarke, Clayton, Crawford, Dalton City, DeKalb, Douglas, Early, Fayette, Floyd, Forsyth, Gwinnett, Griffin Spalding, Habersham, Hall, Henry, Houston, Jefferson, Laurens, Lowndes, Marietta City, Muscogee, Newton, Oglethorpe, Paulding, Pickens, Polk, Putnam, Rockdale, Stephens, Taylor, Thomas, Thomasville, Walker, Walton, Wayne, Washington, Whitfield, Wilkes Comp, Worth, Liberty, and Crisp.

DESCRIPTION OF THE PROGRAM:

This project will establish a development, testing and demonstration site for elementary career awareness with the outcome being an organized, sequential, developmental package of materials which will then be installed into all 55 comprehensive career education sites.

DEVELOPMENTAL PHASE:

This component will operate at West Georgia College which will develop the following products to be included in the curriculum package for elementary career awareness:

(1) A teacher's guide for elementary career development.

(2) Classroom curriculum materials for elementary career development including a minimum of three career development resource units per grade for kindergarten through grade six.

(3) A public relations and information kit to assist the school or teacher in orienting the faculty, parents, community, and businessmen to the program.

(4) A staff development package to be used by individuals conducting in-service programs for elementary teachers, principals, counselors, and curriculum specialists.

In addition, West Georgia College will conduct staff development workshops to assist in the installation of the total curriculum into the Career Education sites and will provide for field trial modification based on the field experience and face validation of the effectiveness of the curriculum packages.

INSTALLATION PHASE:

The remainder of project funds will be used to diffuse and install the total curriculum package into the 55 comprehensive career education sites. Project funds will be evenly distributed to pay for teacher time and expenses during the summer months. Teachers in classes not participating in the career awareness component at the elementary school where it is currently in progress or teachers from another elementary school within the same system will attend installation workshops.

STATE AND PROJECT NUMBER: Hawaii; V361021L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Samson Shigetomi
State Director of Vo Ed
2327 Dole Street
Honolulu, Hawaii 96822

FEDERAL FUNDS PROVIDED
UNDER SECTION 131(a), PART C: $30,018

DURATION: May 1, 1973 - July 30, 1974

SITE INFORMATION:

The State of Hawaii has elected to utilize its portion of FY 1973 funds to continue a career education project first initiated in FY 1972 to develop a conceptual model of a career development continuum, K-14.

DESCRIPTION OF THE SITES:

Education Research and Development Center, University of Hawaii: The Education Research and Development Center is a division of the College of Education, University of Hawaii. The purpose of the center is to conduct studies of educational processes and related developmental activities.

Konawaena High School: Konawaena High School is located on the western shores of the island. The school is a combined junior-senior high school with grades 7-12. The present population of the community which is served by the school is approximately 15,000. The community has three major sources of income: tourism, agriculture, and construction.

Konawaena High School has an enrollment of 1,218 students in grades 7-12. The school has a staff of 64 teachers and 4 counselors.

Waianae High School: Waianae High School located in a semi-rural town, approximately 30 miles from Honolulu, is a four-year high school with grades 9-12. Waianae is an isolated community with a population of 24,000. Families are large with bi-cultural values in the home and school. The educational level of 85 percent of the parents in eighth grade or less.

Waianae High School was established in 1957. The current enrollment is 1,515. There are 52 teachers and 4 counselors.

Jarrett Intermediate School and Liliuokalani Elementary School: The two schools are located within one mile of each other in the city of Honolulu. Liliuokalani Elementary School draws its student population largely from an established, older community with a large proportion of professional and semi-professional residents.

Jarrett Intermediate School is in Palolo Valley; a poverty pocket. Liliuokolani with grades K through 6 has a total enrollment of 471. The staff includes 29 teachers and a half- time counselor. Jarrett with grades 7 through 9 has an enrollment of 832 students with 52 teachers and 3 counselors.

Central Intermediate School and Kauluwela School: Central Intermediate School and Kauluwela School (K-6) are located in the Honolulu School District. The section is being redeveloped with high rise apartment buildings. One-third of the children are from families receiving welfare assistance with incomes under $2000 . The Central Intermediate School has an enrollment of 617 students and a staff of 38 teachers and 2 counselors. Kauluwela School has a student enrollment of 730 students and a staff including 29 teachers and 2 counselors.

DESCRIPTION OF THE PROGRAM:

The Career Education project in Hawaii will include the following components:

Elementary, Intermediate, and Secondary Schools: The project will consist of development of career awareness in the elementary levels; career orientation in the middle school grades; career exploration and preparation in the secondary levels; and job preparation and placement in the secondary grades. This includes both direct and simulated experiences. Work experiences, cooperative education programs, and placement services will be provided.

Education Research and Development Center, University of Hawaii Component: This component is included to find solutions to educational problems; generate and evaluate education and guidance strategies; and conduct training in research techniques and designs through special workshops and in-service programs. The facility will be used for development and assembly of materials, project coordination and management.

Guidance and Counseling Component: The staff will provide supervised guidance to participating school teams, to assist them in developing models for their particular grade levels and schools. Each team will participate in training workshops.

STATE AND PROJECT NUMBER: Idaho; V361033L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Tom Strab
Project Director
State of Idaho
State Bd for Vo Ed
518 Front Street
Boise, Idaho 83702

FEDERAL FUNDS PROVIDED
UNDER SECTION 131(a), PART C: $36,413

DURATION: June 1, 1973 - November 24, 1974

SITE INFORMATION:

Idaho will establish its Part C demonstration, testing, and development site at school district number 25 in Pocatello, Idaho; with Alameda Junior High School serving as the project site. The project will focus on establishing a meaningful, comprehensive and well-developed career education progra for grades 7-9. It will be designed to increase self-awareness, and care r awareness to each student, develop favorable attitudes about the world of work, assist each student in developing decision-making skills, exploratory hands-on experiences, career orientation and meaningful guidance and counseling services.

DESCRIPTION OF THE SITE:

Pocatelo, Idaho, is nestled between the mountains at the mouth of the Pontneuf River, southeast gateway to the Snake River Plain. It is the only city in Idaho where two Interstate Highways intersect. The city encompasses 13.7 square miles, 150 miles of paved streets, eighteen parks, 81 churches, three libraries, a state university and two hospitals. Pocatello has a work force of 22,000 and a city manager form of government. The city has a population of 40,036 and the county population totals 53,400. Pocatello is the county seat for Bannock county. The population of Bannock and the surrounding counties would approximate 105,000 people.

Pocatello can be described as one of Idaho's largest cities. Basic earth giants such as FMC (elemental Phosphorus) and J. R. Simplot (Phosphate fertilizers) employ over 500 persons. Idaho Portland Cement is nearby. Boise-Cascade, Guerdon Industries (trailer houses) and Continental Can all have plants in Pocatello. American Micro Systems Inc. has a potential work force of 500 people.

Idaho

Major employers in the area are in the transportation business (primarily Union Pacific Railroad), as well as retail trade and governmental education. However, no single industry dominates Pocatello's economy. Diversification makes this city one of the most stable in the intermountain region. Unemployment has averaged only 4.6 over the past 10 years.

Pocatello's education system is administered by an elected board of five trustees which is a direct arm of Idaho's state legislature. Included within the system are two high schools, four junior highs and fifteen elementary schools with a teacher pupil ratio of 25-1. Special education classes for physically handicapped and mentally retarded children are a part of the curriculum. Psychologists, speech and hearing therapists and social workers services are provided.

Enrollment figures for September 22, 1972, show we are serving 5,541 elementary children (1-6), 3,054 junior high students (7-9), 2,753 senior high students (10-12) and 109 special education students making a total of 11,457 students. There are three parochial schools with a total enrollment of 382 elementary students (1-6). Primary service to elementray level, second priority to Junior High, and consulting and advisory basis for Senior High School level.

Vocational offerings in the Pocatello schools (1-12) have been very limited. In the elementary area the offering has been, at its best, sporadic. The chief source of vocational awareness is from those interested teachers who work up their own programs. The junior high level is limited to industrial arts and home economics within the curriculum, and once-a-year career night, sponsored by the Chamber of Commerce. The high school level is a bit more sophisticated with the primary emphasis in the business education area. Both high schools offer co-op courses in Distributive Education and Office Occupations, however, this program involves less than 125 students. There are offerings in industrial arts, home economics and auto mechanics, but their thrust is more towards the subject, matter rather than career preparation.

In 1967, a follow-up study of Pocatello High School graduates was made by the district psychologist. The research was performed pursuant to a subcontract between the State Occupational Research Unit and School District No. 25.

The data revealed that education programs in the high schools was not adequately meeting the needs of their graduates in terms of occupational information vocational training, and post high school job placement. The majority of the respondents indicated having no post-high school academic or vocational training, and post high school job placement. The majority of the respondents indicated having no post-high school academic or vocational training.

Idaho

Pocatello School District is just completing a "Needs Assessment" project. Even though the final results aren't tabulated, we can observe some significant vocational trends. On the written questionnaire portion over 40 percent of the school patrons voiced a need for more vocational counseling, vocational skill training, greater awareness of occupational opportunities within the local community, and improvement of vocational class offerings. Interesting enough, better than 40 percent of students and teachers expressed the same kind of concern on their questionnaire, as those of the school patrons. In public concern conferences and student and teacher speak-ups, there emerged a very strong pattern of concerns, such as learners need to acquire greater job skills in school. In addition, improved counseling and guidance services and the development of greater awareness of the world of work commencing at the elementary level and continuing through the completion of public school.

Pocatello School District believes career development is a part of the learning process; therefore, occupational orientation, exploration, self-awareness, decision-making and skill training becomes an integral part of the total school curriculum. Career development must begin at the elementary level and should thread itself through the entire remaining years of public school education. It should be available to all students and should be reinforced with a solid program of occupational and vocational guidance and counseling.

DESCRIPTION OF PROJECT SCHOOL:

The Alameda school shows a total of 937 students enrolled with 329 7th grades, 298 8th graders, and 310 9th graders. The socio-economic levels cut across the entire spectrum with the major portion (50-75percent) reaching into the middle class level. The high and low range of socio-economic level would approximate 5 to 8 percent in each range.

The site size includes 21.83 acres with one major building, one four-room annex and a mobile classroom, making up the total classroom units. The major facility houses 29 classrooms, P.E. facilities (including a regulation gym), industrial arts shops, library, home economics lab, music room and cafeteria. With the annex and trailer, the facilities have a capacity for 958 students.

The building was built in 1952 and can be classified as a typical or tradition type of structure. It has three floors with each room having ample size to accommodate up to 30 students, lighting is adequate and there is sufficient storage available.

There is a large opened grassed area to the west of the main structure which houses a regulation football field, two softball fields and sufficient open space for conducting P.E. classes. A large paved

area lies to the south of the school which provides ample parking space and room for school buses to load and unload students. The front portion of the school site is planted with grass and attractive plantings.

The immediate area surrounding the school site is residential with a large number of attractive homes. Within one block is located a large church and immediately to the west edge of the property is located the Lewis and Clark Elementary School.

The attendance area encompasses approximately 5 1/2 square miles. It is located in the central portion of the city limits with its northern and eastern boundaries representing rather recent developed land and home sites. The east-central portion of the district takes in the major portion of the former city known as Alameda. Lying approximately three blocks east of the school is the business district of the old Alameda town site. On the most northern border is a very large industrial site known as the former Naval Ordnance Plant. At the present time this site houses a number of industrial and manufacturing plants. On the most western border of the district lies a number of retail businesses and a steel prefabricating plant. Interspersed within the district are two shopping centers and numerous motel units. All the afore-mentioned businesses will provide many varied and immediate occupational observation and resource areas.

The teaching and administrative staff at Alameda encompasses 45 teachers, a principal, one vice-principal, three counselors, one librarian and clerk, and one secretary. The age of the teachers range from 22 to 64 with the majority within the middle-age bracket (40's). The teachers can best be described as progressive, cooperative and anxious to innovate and explore new ideas. Both principal and vice-principal have experienced a wide range of educational work with each one holding certificates in teaching, administration and counseling. Each was employed as a district counselor prior to acquiring their present administrative position. All teachers are degreed with 41 holding a bachelor degree, 4 with a master's and all counselors possessing a master's degree, and 83 percent of the staff has 3 or more years experiences in the teaching field.

FOCUS OF THE PROJECT:

A comprehensive junior high school career development program in the Pocatello school district and seemingly throughout the entire state is lacking. In addition, there appears to be limited vocational materials (based upon local and Idaho needs) available for curriculum development, guidance programs and in-service training for this particular education level.

Pocatello school district recognizes there are needs for vocational education, improvement on all levels of public education in our city, but

has recommended we focus our immediate attention on the junior high student. This project will enable us to carry out this recommendation by: developing, testing and demonstrating a comprehensive career education program at the junior high level with the following objectives: (1) To increase the self-awareness and career awareness of each student. (2) To develop in each student favorable attitudes about the world or work. (3) To assist each student in developing and practicing appropriate career decision-making skills. (4) Provide career orientation and meaningful exploratory experiences for students.

The Junior High School Component: The director of secondary education for school District No. 25 will be responsible for the overall implementation of the project. Under his direction, a project director will be employed. The project director will be in the field no later than April 1, 1973. The duties of the project director will be to coordinate and direct the entire project. Professional consultants will be called in from time to time to assist in the overall development and evaluation of the program. Existing staff members such as school psycologist, junior high counselors, assistant superintendent administrators and staff of project school and other personnel in the district will be used as needed.

The project director and his staff will make a continuous search for literature and other related literature in on-going junior high school career education materials, and projects, and will collect and catalog materials for the Career Resource Information Bank (CRIB).

Specific items to be considered in this component include: (a) Creation of a Community Advisory Committee: The committee membership may be, but not limited to, representatives from the district pupil personnel division and teaching staff, district administrators, project director, business and industry, labor unions and project school's staff (Alameda). In April, 1970, the school district organized a Community Advisory Committee as a result of a vocational proposal that was submitted by an Add Hoc Committee made up of people from the District's Pupil Personnel Association. This existing committee will form the nucleus for the project advisory committee. (b) Curriculum Development: (1) The "Project Advisory Committee" and the project director will explore the existing curriculum and include 80 percent more career development experiences for students than now are being offered. (2) The Advisory Committee will assist in developing a written plan to refocus the junior high subjects around the career development theme. (3) Teachers and counselors will be given a stipend to work with the project director on curriculum adaptations. (c) In-Service Training for Staff: (1) Approximately 15 teachers, counselors and administrators will participate in a Junior High Career Exploration workshop conducted by Pocatello School District number 25. The workshop will be organized and directed by the project director with the assistance of local and outside professional help. A stipend will be provided for all participants. (d) Testing: Students in the eight

experimental groups will receive pre- and post-tests in career awareness. Students in control groups will be post-tested relating to their occupational awareness and interest. Post-testing only will provide, in our opinion, a tighter research design than a pre-and post-test. (e) Project Coordinator: (1) The project director will be the person who coordinates the in-put of the resource people, activities and materials. He will work with the individual teachers, administrators, counselors, local and outside professionals and the advisory committee to effect this. (2) Whenever needed, volunteers will be called upon to assist in coordinating the total effort.

Guidance and Counseling Component: The project director will direct the project and be responsible for the guidance and counseling activities. He will be assisted by counseling staff members from other Junior High Schools.

In order to expand the impact of this project to the other three junior high schools, the District will be requiring at least one [illegible] of the counselors from the other three junior high schools to be involved in the project. In addition to being carry back aspects for their own school, they will be expected to provide a great deal of expertise to the total program. In order to best prepare our counselors for their part in the project, at least one from each school will be requested to attend the first week of the in-service workshop during the summer of 1973. This workshop will provide opportunities to examine vocational goals, positive attitudes towards the world of work and a good working guidance and counseling model. During the school year 1973-74, the project director will carry on a complete and articulated model program of guidance and counseling at grades 7-9. The model program will have the following characteristics: (a) It will define guidance criteria in terms of student behavioral objectives. These objectives will include: (1) To increase the self-awareness and career-awareness of each student. (2) To assist each student in developing and practicing appropriate career decision-making skills. (3) Aiding the student and teachers in the provision of a wide variety of meaningful career orientation and exploratory experiences. (4) Developing a positive attitude about the world of work. (b) The counselor will assist the students on an individual and group basis. (c) The counselors will act as a resource person for the teaching staff. (d) Counselors will provide constructive feedback on the entire program. (e) A Career Resource Information Bank (CRIB) will be developed and will include: Community resource people, Business and industry listings (Pocatello), On-the-job demonstration sites, Exploration Kits, Audio-visual materials and equipment, "Dictionary of Occupational Titles", "Occupational Outlook Handbook", "Encyclopedia of Careers", Listings of post-high school vocational institutes, Guides, periodicals and texts, Available research documents.

The program will be designed to cut across the four major educational experiences (social studies, math, science, and english) that each

student will be exposed to while attending junior high school. Self-awareness, career awareness, a positive attitude about the world of work and decision making skills will be developed as an integral part of the total project. At the conclusion of the program the entire project will be analyzed and recommendations will be made for revisions and refinements.

RESEARCH AND DEVELOPMENT REQUIREMENTS:

The research and development requirements will be met by: (1) Selection of experimental groups - (a) two 7th grade life science classes (b) two 8th grade social studies classes (c) two 9th grade English classes (d) two 9th grade math classes. Each experimental class will represent a different group of students and a different teacher. (2) Selection of Control Groups - (a) two 7th grade life sciences classes (b) two 8th grade social studies classess (c) two 9th grade English classes (d) two 9th grade math classes. A control group may or may not have the same teacher who is handling an experimental group. (3) Pre-and post-testing to be administered to experimental groups. Post-testing to be administered to control groups. (4) Establishing a resource center (CRIB). (5) Inviting use of project as a demonstration model. (6) Review literature and observe some of the existing programs in Region X. (7) Program will be reviewed periodically, and if revisions are needed, appropriate steps will be taken.

In relation to cost/transportability the project is designed so that the component parts can be meaningfully judged. The initial cost/student in this project is $114. To transfer this program to a school with an enrollment of 480 students, the cost/pupil will be $50 per year. To transfer this program to a school with 1440 students, the cost/pupil will be $19 per year.

STATE AND PROJECT NUMBER:	Illinois; V361005L
STATE-LEVEL PROJECT ADMINISTRATOR:	Sherwood Dees State Dept of Education Division of Vocational-Tech Ed. 1035 Outer Park Drive - Suite 201 Springfield, Illinois 62706
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C:	$378,268
DURATION:	June 1, 1973 - February 28, 1975

SITE INFORMATION:

Three major priorities in the career education area were developed by the Research and Development Unit for FY 1973 to alleviate problems identified by respondents. Those priorities were: (1) The development of a career education model; (2) The integration of career education into the local school curricula, dissemination and utilization of materials; and (3) providing technical support for counselors combining aspects of both technology and education. Following is a list of the school districts that comprise the project sites:

Cahokia School District: The main thrust here will be to provide a career education program for all pupils grades K-6. Parents will be involved in the development of the career education program for pupils of this school.

Elmhurst School District: A determination of local vocations which should be utilized in a career development program will be made. Cooperation with the local Chamber of Commerce will also be a factor in identifying and developing specific ventures.

Highland Community Unit School District: The program will provide students a wider knowledge about the vast area of career opportunities, provide inservice activities for teachers to make career education an integral part of the curriculum.

Dekalb Community Unit School District: The Gurler School shall provide consultant help for those planning career education programs for elementary school settings. The school shall provide for community participation, and community-student involvement.

Belleville Community Unit School District: During the planning phase of the program, a comprehensive curriculum will be designed that will offer exploratory experiences which will meet the needs and interests of each individual student. Curricular and co-curricular activities will be developed for implementation that will provide opportunities to learn the wide range of career possibilities in our society.

Illinois

Urbana School District: The project will develop a total team concept for the Thomas Paine School designated as a target-school involving principals, teachers and parents. Also it will acquaint and help teachers define several different types of programs which might be feasible within the districts' philosophy and financial means.

Chicago-Farragut High School: The purpose of this project is to provide and environment which leads students, parents, and other community members to demonstrate a positive attitude toward learning, and to provide and environment which brings about appreciation of and positive attitudes toward persons and cultures different from one's own.

Moline School District: Major emphasis in this district will be upon the kindergarten-primary levels, particularly in the field of career education. The project would assess and improve the child's opportunities for wide understandings related to the world of work, appropriate to the developmental level of the child.

Springfield School District: The proposed program is designed specifically to enable the schools to meet their responsibility in career education by providing career education experiences at the elementary level.

DESCRIPTION OF PROJECT:

Included in the Illinois proposal are seven projects that have been selected competitively and fulfill the requirements. Each project when combined offer a comprehensive career education package that is both developmental in scope and provides a viable method for diffusing recorded career education concepts around the State.

Career Education Model for Grades 7-10: This project which will be conducted in the Posen-Robbins School District and Chicago State University concerns itself with the installation of a career education program into the middle school level. Beginning with a normal school program the project attempts to identify on a step by step basis the actual problems associated with the identification, decision, and implementationstages of the installation.

Career Education Resource Laboratory: One approach to providing career education information to students, teachers, and counselors is through the development and implementation of a resource laboratory for the largely rural school district. The mission of this program is to identify resources, develop and implement a centralized career education resource laboratory involving the cooperation of area public schools and Eastern Illinois University.

Illinois

Career Education-16mm Film: This proposal outlines a project to produce a 16mm color sound film directed toward the teacher audiences in Illinois who need a description and meaning of the term career education and its component parts. The film will review major projects presently underway in Illinois as well as other major events pertinent to career information.

Annotated Bibliography of Career Development: The intent of the proposed investigation is to review, synthesize and annotate the body of literature and research on the subject of career development/education written since March 1970. The review will be restricted to programs, techniques, projects, etc., that are operational or have demonstrated potential for enhancing the process of career development and education.

East Saint Louis Career Education Project: The project will encompass three levels: (1) elementary (K-6); junior high (7-9); and senior high (10-12). Kindergarten-6 will be an awareness stage. Lesson plans will be developed around various occupations and people employed in a variety of occupations will be brought into the school to explain their position. Grades 7-10 will be the "hands on" exploratory experience. Occupations will be explored in greater detail than at the elementary level. Grades 11 and 12 will continue the task of preparation for entry into an occupation.

Illinois Network for School Development: A major thrust behind the development of the INSD is to create a viable system through which the substantive goals and action objectives of the document, Action for the Seventies: An Agenda for Illinois Education could become realized. When the project is fully established the INSD will have developed the educational program for no less than 135,000 students, through 45 affiliates. Affiliates will be located in rural, suburban, and urban areas throughout the State.

Counselor Support System (Technology and Education): The proposed project will provide a prototype model of a computer-based counselor support system. The system will be designed to maximize the capabilities of the counselor. The guidance component of the system, to be used by the students is expected to result in increased vocational maturity, specifically of career plans, knowledge of decision-making skills, and an increase in accuracy and range of information about occupations and educational opportunities.

STATE AND PROJECT NUMBER:	Indiana V361024L
STATE-LEVEL PROJECT ADMINISTRATOR:	Mr. Don K. Gentry Project Director State of Indiana State Board for Vocational and Technical Education State Office Building Indianapolis, Indiana 46204
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a) PART C:	$221,278.00
DURATION:	June 1, 1973-May 28, 1974 extended to: June 1, 1973-June 1, 1975

SITE INFORMATION:

Indiana will establish its Part C demonstration, testing, and development sites in Elkhart Community Schools and the New Albany-Floyd County Consolidated School Corporation. Following is a description of the project site:

ELKHART COMMUNITY SCHOOL DISTRICTS

Elkhart is a small city with a population of 44,000. Approximately 5 percent of the community is made up of minority groups. The city's economy is based primarily upon the manufacturing of mobile homes, musical instruments and other durable goods.

Elkhart Community Schools serves a population of approximately 63,000 which includes communities other than the city of Elkhart. For purposes of the Career Education Project a complex of schools enrolling about 6,635 has been identified as the project site.

NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL

New Albany is in the southern part of the State, just across the river from Louisville, Kentucky. The population of New Albany is 38,400. Approximately 4 percent of the community is made up of minority groups. The New Albany area has about 20 percent of the families at the poverty level. The city's economy is diversified and includes a variety of types of manufacturing. New Albany's economy is greatly influenced by the economy of Louisville.

The New Albany-Floyd County Consolidated School Corporation enrolls about 12,300 pupils in grades K-12. However, for the purpose of the Career

Indiana

Education Project a complex of schools enrolling about 6,460 pupils has been identified as the project site.

The Career Education Model was designed to depict a philosophy certain stages of which have been identified as crucial and some concepts essential to the process of career education development. Career education in its final form, however, must be left to the decision of local school boards, teachers, students, the business community, labor, and others directly involved.

The major thrust of the model is toward the school component of career education.

K-5 INTRODUC:

The introduction of career education into the elementary grades, with "respect for the world-of-work" is the overriding concept.

A fairly small portion of time is actually allotted to career education. It is essential that every student learn about the world of work and understand how education leads towards future jobs and careers. It will help each student to gain respect for work and appreciate its importance to our society.

At this level more emphasis is placed on attitudes and values than upon the dissemination of career information.

(6-8) EXPLORE

At the middle school level or exploratory stage of career education the concept is "various experiences are important in the process of career choice."

Many exploratory experiences are important in career education at the point where the student assumes responsibility for his educational and vocational future. As the young person begins to consider the future it is imperative that he have the opportunity to explore as many areas as he possibly can.

A young person is ready to compare self-knowledge to the world of work and begin thinking of broad areas of interest.

(9-10) INVESTIGATE

At the beginning of high school the opportunity must be made available for youth to look in-depth at certain specific areas of interest. Our concept is, "investigation is essential to the developmental process."

Indiana

Career cluster investigation prepares students to assess their potential and to make informed decisions regarding their immediate goals. This investigation can take place through course work, guidance activities, youth club functions and out of school activities.

(11-12) EXPERIENCE

At the 11th and 12th grades the individual student should be totally involved in specialized training either for entry into college, for employment or for post-secondary technical training. Our concept at this level is "career preparation is achieved through successful education and training experience."

Sequential career education prepares students for entering either post-secondary education or useful and rewarding employment. The students' educational experience should be structured to the objective of the student.

We are all aware that once a person becomes employed his education or training is just beginning. Because of the rapid rate in which technology is changing an individual must constantly be alert to new innovations and get the additional training to be competitive in his field. Industry is constantly retooling to be more competitive which requires training those directly involved with the operation of new equipment. Our model shows a lined area which we have called continuing education, indicating the large percentage of people who are receiving training even though employed.

The model shows the many avenues that must be available for a person to receive additional training. Individuals must have these routes open to them. The broken line on the model denotes the dropout. If the career education concept is implemented effectively, the dropout will be eliminated. Through career education, programs will be more assessible to all regardless of their educational background.

SCHOOL COMPONENT

The Elkhart Community Schools and New Albany-Floyd County Consolidated Schools are providing strong programs in grades 11 and 12. Both areas have an area vocational school to serve these grades, and offer a wide variety of occupational areas. The career orientation programs have been directed at grades 9 and 10 primarily to decide what students would go on to the vocational schools. Realizing the need for a comprehensive career education program both corporations plan to follow guidelines set forth in the Career Education Model that has been developed by the State Department of Public Instruction.

Indiana

A Career Education Coordinator will be employed in each area, effective January 1, 1973, to coordinate the entire effort at the elementary, junior, and senior high school level. During the early months of 1973, the project coordinators will direct a study of the ongoing career education projects to identify promising approaches which can be used in their programs. They will select a committee of teachers, administrators, and community representatives. With the assistance of this committee and special school personnel, the coordinators will search through the existing curriculum at all levels to see where more meaningful career education experiences can be inserted.

The career education experiences will be presented in a variety of ways. An associate faculty will be organized in each area to aid in implementing the career education program. Associate faculty can be defined as: Practitioners representating a special job within a career cluster. In terms of operation in the schools, if we were studying the health occupations area an associate faculty could be a doctor, nurse, hospital administrator, a health records clerk and so on. At various times throughout each semester certain members of the associate faculty will be called upon to make class presentations. The associate faculty will have the assistance of the classroom teacher, project coordinator, audio-visual personnel, etc. in preparing and making presentations.

Both advisory groups under the direction of the Career Education Coordinator will begin researching the materials and techniques that are being used in existing career education programs. The Indiana Career Resource Center in Bloomington will be called upon to assist in the researching and designing of meaningful materials. These centers are presently serving the State in assisting with the area of career development, by providing occupational information and consultive services. The Indiana Career Resource Center uses the multi-media approach to promote career development while the Indiana Career Guidance Center has developed the VIEW program available to all schools in Indiana.

In August of 1973, both school districts will hold an in-service workshop for the purpose of introducing to those teachers involved the overall program, as well as specific techniques and materials to be used. During the entire school year of 1973-74, the career education program will be operated in the elementary, junior high and senior high schools in each corporation.

The major impact made by career education will be in the guidance area. Activities that assist the individual in assessing his potential and provide opportunities to explore areas of interests are truly worthwhile guidance activities.

With a more thorough understanding of his attitudes, values, interests and abilities, an individual is prepared to make sound decisions concerning his future.

Indiana

As career education is implemented in Indiana a variety of learning activities will be introduced into the classroom. Starting at the kindergarten level, these activities will be structured so that they fulfill the requirements of the model. These activities will be designed so that certain activities can adapt to almost any type of class.

It will be the responsibility of the project coordinator in each area, with the assistance of the counselors in his school corporation to develop learning activities and resource materials to accomplish these activities. It is anticipated that most of the summer will be spent developing and organizing these materials so that classroom teachers can insert these experiences into their regular schedules.

The counselors will work closely with the advisory committee formed by the project coordinator so that the total guidance effort is integrated into the total design for implementing career education.

One of the most effective ways of introducing guidance materials is through the use of multi-media. After the monumental task of gathering, screening, and categorizing materials, plans are to develop various kits to provide alternative methods for gaining career information. As these kits are developed the counselors will be utilizing the assistance of the Indiana Career Guidance Center which operates the state-wide VIEW program and from the Indiana Career Resource Center.

It is anticipated that the counselors will spend approximately 20% of their time in implementing career education. Although we state that the counselors will be spending 20% of their time on career education, our feeling is that as a result of those programs, counselors will be spending the bulk of their time in career counseling.

Both of our project coordinators are guidance persons and will be paid out of the guidance component of the proposal. In addition to the promotion of career education, they are extremely interested in the development of the guidance program in their areas as each relates to career education.

GUIDANCE AND COUNSELING CONPONENT

The schools which comprise the project sites have a combined total of five counselors at the junior high level and nine counselors at the senior high level. These figures do not include the counselors at the vocational schools. Both areas have relied heavily upon its classroom teachers to provide for elementary guidance. With the use of associate faculty, the elementary guidance program will be greatly strengthened. The guidance programs at the junior high level in both areas have been flavored with career development and career education, in light of the fact that both districts have very comprehensive vocational training schools serving

them. Both communities seem open and ready to consider all ramifications of career education, and the counselors are ready to commit the time and effort needed at the junior high and senior high school levels. During the school year of 1973-74, the counselors mentioned under the direction of the respective career education coordinators will spend as much time as possible in assisting with this model program. The program will define guidance criteria in terms of student behavorial objectives. It will stress objectives which are realistic within the limits of time and resources. Both sites will provide feedback to the Department of Public Instruction, Division of Vocational Education as to the achievements or problems experienced in the program. Further information about the career education program at Elkhart will be relayed to all the schools in the area through a radio and television program at the career center. New Albany periodically plans to have a local radio program promoting the career education program.

PLACEMENT COMPONENT

Placement in both systems has been handled by the counselors at the area vocational schools in cooperation with the senior high school counselors and the local employment officers' personnel. Each of the systems will hire a full-time person to handle placement.

This individual will be in constant touch with industry to determine their needs and relate this information to the schools. In addition to keeping industry informed about the product we are producing for them, channels of communications are open at all times so that our training programs are updated.

PROGRAM ASSESSMENT

All components of the project will be designed so that student performance can be measured in relation to the treatment. State Department personnel will be working in both areas to assist in the development of proper assessment techniques and in the revision of certain treatments so that the desired outcomes will be attained.

With the use of a curriculum guide which has been developed, the specific project activities can cover all educational experiences of the student.

STATE AND PROJECT NUMBER: Iowa; V361029L

STATE-LEVEL PROJECT ADMINISTRATOR: William O. Schurrmann
State Director of Vocational Education
State Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $121,270

DURATION: June 1, 1973 - September 30, 1974

SITE INFORMATION:

Iowa will continue the State's Part C demonstration, testing, and development project at sites in seven local school districts: Davenport, South Winneshiek, Humboldt, Marshalltown, Carroll, Clarke Community and Sheldon. The communities in which these schools are situated include rural, and urban communities. Following is a description of the project site:

Davenport School District: Davenport is an industrial, river city with a population of about 98,000 of which minority groups comprise 4.7 percent. There is high general unemployment, high youth unemployment, and a high rate of dropouts from school. Incomes are below poverty level for approximately 23 percent of families in the county.

South Winneshiek School District: This district is composed of the small communities of Calmar, Ossian, Spillville, and Festina with the surrounding rural areas, total population of about 3,500. Minority groups comprise about .4 percent of the population in this area. There is a higher rate of dropouts from school and 40.5 percent of the families in the area have income below the poverty level.

Humboldt School District: This community school district includes three towns: Humboldt, Dakota City, and Rutland with a population of 8,500. Rich farm land and many small industries provide a stable economy; however, about 21 percent of the families in the county have incomes below the poverty level.

Marshalltown: Marshalltown has a population of about 30,000 with minority groups comprising 1.3 percent of this population. About 21 percent of the families are considered low-income families. The economy is diversivied, including manufacturing, distributive, and service occupations.

Iowa

Carroll School District: Carroll has a population of about 14,500 with very few persons from minority groups. It is a retail trade center for the surrounding area of about 50,000 people. There are seven major industries and numerous businesses; however, 24 percent of the families in the county have incomes below the poverty level.

Osceola School District: This community school district is a trade center in a rural area with a population of about 3,138, practically all general unemployment, and low youth unemployment.

Sheldon School District: Sheldon has a population of about 6,829. It is a trade center for the surrounding area with an economy based upon agriculture related businesses. Approximately, 24 percent of the families in the county have incomes below the poverty level.

Data on the schools in the project is as follows: Davenport - 256 teachers, 16 counselors, 6,135 secondary students; South Winneshiek - 30 teachers, 1 counselor, and 493 secondary students; Humboldt - 25 teachers, 1 counselor, and 649 secondary students; Marshalltown - 72 teachers, 5 counselors, and 1,899 secondary students; Carroll - 22 teachers, 2 counselors and 357 secondary students; Clarke Community - 73 teachers, 2 counselors, and 452 secondary students; and Sheldon - 24 teachers, 1 counselor and 567 secondary students.

DESCRIPTION OF PROGRAM:

The project will establish exemplary programs in career education at the secondary level (grades 9-12) that will implement the exploration and preparation phase of the model. The model is designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experiences and cooperative education opportunities for all students, provide students an opportunity to continue their exploration of the world of work, and continue the self-actualization process of each student as it relates to his personal, social, and occupational well-being.

Secondary School Component: Workshops will be held for all teachers (academic and vocational) in the schools participating in the project. Cooperative occupational experience programs and skill development programs provided by area community colleges will be tested in the project schools. Local staff visitations among project shools will be carried out throughout the academic year with the purpose of sharing experiences and ideas among schools. Project staff members will work with teachers in each of the schools on documenting how they incorporate the career education concept into their instructional programs.

Guidance and Counseling Component: The counselors in each of the seven schools will participate in the workshops described in the section entitled "Secondary Component". Throughout the workshop counselors will serve as resource persons to the local teachers and project staff to insure

proper interpretation and understanding of current theories of career development. In addition the counselors will assist teachers in assessing student interests and abilities.

STATE AND PROJECT NUMBER: Kansas; V361025L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Wilbur A. Rawson
Division of Vocational Education
State Department of Education
120 East Tenth Street
Topeka, Kansas 66612

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $96,882

DURATION: June 1, 1973 - June 30, 1974

SITE INFORMATION:

Unified School District 259, Wichita, Kansas is the project site in Kansas Part C to develop innovative, experimental, and developmental career education concepts, procedures, and programs. This program will be supportive of existing activities already operating independently under other Titles or Acts and funded with local, state or federal monies, and which are in turn supportive of the total career education concept. Following is a description of the school district which comprise the project site:

Wichita Unified School District: The public schools of Wichita are operated under the Board of Education, Unified School District 259. There are 84 elementary (K-6) schools, 16 junior high (7-9) schools, and 6 senior high (10-12) school attendance centers, as well as other special schools in operation. The enrollment as of September 15, for 1972-73 is 57,222 students (K-12); 29,227 (K-6), 14,196 junior high (7-9), and 13,324 senior high (10-12), and 475 in special schools.

Employment in the Wichita area is varied. Manufacturing accounts for about 21 percent of the job opportunities for the civilian work force, while wholesale and retail sales make up 18.5 percent, service occupations about 15 percent, and government 12 percent.

DESCRIPTION OF PROGRAM:

The Wichita Area Vocational-Technical School will be the primary Grantee in consort with the State Department of Education, Division of Vocational Education with responsibility for administration and operation of the program. While this project will concentrate on the elementary (K-6) level, it will not be conducted in isolation from the total system-wide concept of career education.

Elementary School Component: A maximum of 10 elementary schools will be selected, representing a broad aspect of the school population.

Kansas

The Career Education Program for selected elementary schools will include intensive career awareness activities. This program will include field trips, resource people from various segments of the community, and inservice training at local schools in addition to university courses.

Guidance and Counseling Component: Wichita school system has a total of 96 counselors, of which, 35 serve the elementary schools. In addition, the State Employment Service in Wichita has one of the outstanding placement programs in the nation with computerized job bank information and daily microfilm print-outs of job openings.

The Director of Pupil Personnel will ensure that at least one in every four persons on a curriculum writing team will be a counselor or have a counseling background.

STATE AND PROJECT NUMBER: Kentucky; V361019L

STATE-LEVEL PROJECT ADMINISTRATOR: Carl F. Lamar
State Director of Vocational Education
State Department of Education
State Office Building
Frankfort, Kentucky 40601

FEDERAL FUNDS PROVIDED UNDER SECTION 131(A), PART C: $165,016

DURATION: June 1, 1973-August 31, 1974

SITE INFORMATION:

Bowling Green Independent School District is the project site in Kentucky receiving special FY 1973 funds under Section 131(a) of Part C to develop and demonstrate career education components. The following is a description of the school which comprise the project site.

Bowling Green School District: The City of Bowling Green has a population of approximately 37,000, and is centrally located in Warren County, Southwest Kentucky. The city is urban in nature, expanding industrially, and is bi-racial and multi-cultural.

The student population reflects the complete cross section of the socioeconomic background of the community. In the school district there are 9 schools, 269 teachers, 9 counselors and 5300 students.

DESCRIPTION OF PROGRAM:

During the 1971-72 school year, the Bowling Green School System developed a comprehensive career education program in grades 1-12. This program will develop a comprehensive model for career education within one school system.

Elementary School Component: The initial phase of the project involves acquainting the students with the world within the home, school and community. During the latter part of the elementary school, the child is introduced to the basic concepts of career development, and begins to explore more occupations. Teachers will provide career oriented experiences, and information to foster career and economic awareness.

Junior High School Component: At the junior high school level, students make a tentative choice of educational curriulum. Choice of curriculum and understanding of the relationship between education and career, results in an awareness of the need to plan for a future occupation. Students will be involved in job cluster exploration, and study

of selected occupational groups intensively.

Senior High School Component: Beginning at the tenth grade level, a specially designed program is provided to give a more in-depth exploration into occupations and help students in decision making. Though career education, supporting school, and life experiences student will be given the opportunity to increase skill and experience in the rational processes of decision-making, practice making decisions, and come to accept to the responsibility for the outcomes of his decisions.

Guidance and Counseling Component: The Counselor functions as a resource person for both students and teachers. The counselor will act as a liaison between the school and home. He will confer with parents concerning personal problems of the students. The counselor also has the responsibility to assist in coordinating and evaluating the entire program, and assisting in job placement.

STATE AND PROJECT NUMBER: Louisiana; V361036L

STATE-LEVEL PROJECT ADMINISTRATOR: John E. O'Dowd, Jr.
State Dept. of Education
Baton Rouge, Louisiana 70804

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $190,248

DURATION: June 1, 1973 - November 31, 1974

SITE INFORMATION:

The Louisiana State Department of Education is developing, implementing and evaluating a State Career Education Model. To assure the efficiency and effectiveness of this model in meeting the unique needs of each parish in the state, the model will be developed, tested and demonstrated in a single urban parish, a single rural parish and a consortium of rural-becoming-urban parishes. Following is a description of the areas which will comprise the project site:

East Baton Rouge Parish School District: East Baton Rouge is an urban parish with a population of about 285,000 people. Minority groups comprise approximately 33 percent of the population. While the parish has a substantial proportion of middle income families, approximately 18 percent have incomes below the poverty level. The parish's economy is diversified with government, trade-wholesale and retail, services, contract construction and chemicals. Approximately 6 percent of the labor force is unemployed. In the East Baton Rouge parish there are the parish school system, two State universities and two State Supported and vocational-technical schools.

In the public school system there are 76 elementary schools, 30 junior-senior high schools, and two adult learning centers enrolling 68,000 students. Thirty-eight percent of the pupil enrollment is black. The system employs 2,613 classroom teachers. For purposes of this project 22 schools will be involved, 20 administrators, 23 counselors, 202 teachers, 4 professors, and 5,091 students.

DESCRIPTION OF PROGRAM:

The school system has spent two million dollars to build and equip trade and industrial facilities in twelve high schools. What is now needed is the development, testing and demonstration of a total Career Education Thrust involving all public institutions of learning in the parish. The following components will be included: guidance and counseling,

career achievement skills, elementary career awareness component, junior high career orientation component, a 10-14 grade level component, and a placement component:

Elementary School Component: This component is designed to increase career awareness of elementary school students. Inservice training for elementary school principals, teachers and counselors will help prepare school personnel to refocusing the elementray subjects around the career development theme. Supervision will be provided by the site coordinator, State Department of Education Personnel and 4 university professors. After the pilot school teachers receive in-service training, they will train the selected 20 teachers, 10 principals, and 10 counselors from the extension schools.

Junior High Component: During the first six months a review of research-related literature and ongoing junior high school career orientation projects will be made to identify promising approaches, techniques and materials for increasing the career orientation of junior high school pupils. In-service training for junior high school teachers and counselors will help prepare them for refocusing selected junior high subjects around the career development theme. The pilot project staff will train selected personnel from the extended junior high.

Grades 10-14 Component: This component will be designed to provide job preparation in a wide variety of occupational areas with special emphasis on the utilization of work experiences for students at grade levels 10-14. To prepare school personnel for conducting work experience program in grades 10-12, a two-day workshop will be conducted in July, 1973. The principal, 2 counselors and 10 selected teachers from the pilot high school will participate in this training conducted by consultants. These training personnel will conduct a special program for 30 high school drop outs in July and August, and a program for the regular students in the Fall.

Guidance and Counseling Component: Personnel at all levels of education, kindergarten to university, will be involved in training the basic skills that a student needs for career achievement. All 20 principals and directors, 23 counselors, 202 teachers, and 4 professors will be trained in these skills, so that they can train students and other teachers in these skills.

Career Achievement Skills Component: Students need basic skills that will facilitate their achieving career success. In this career achievement skills component students on all levels will be trained in career achievement skills. Students in the classrooms of the 46 trained pilot and extension school teachers and of the 2 trained vocational-technical school teachers will participate in training.

STATE AND PROJECT MENBER:	MAINE V361011L
STATE-LEVEL PROJECT ADMINISTRATOR:	MR. CARROL R. MC GRAY PROJECT DIRECTOR STATE DEPARTMENT OF EDUCATION AUGUSTA, MAINE 04330
FEDERAL FUNDS PROVIDED UNDER SECTION 131 (a), PART C:	$47,546.00
DURATION:	JUNE 1,1973 - MAY 31, 1974

SITE INFORMATION:

Maine will establish its Part C demonstration, testing and development site in the local school district of Farmington, Maine. Following is a description of the site.

DESCRIPTION OF THE SITE:

Farmington is located in a rural area characterized by geographical remoteness from urban metropolitan centers. Rural poverty and isolation contribute to a generalized attitude among the school children that " just getting a job will suffice. " In essence, this often translates into " any job " and involves little realistic planning. Career opportunities in the Farmington area include entry level jobs and some professional careers in lumbering, pulp and paper, and agriculture. Service level careers are available in retail trade, equipment repair and servicing plus a variety of recreational and civil service positions with the State. It is estimated that about 30% of the residents in the nine town area earn less than $3,000 dollars per year.

The Farmington School district is a consolidated operation and includes nine towns. Children may spend as much as 40 minutes per day on a one way trip to school. Bussing of all children in the district requires 2,500 miles of travel per day.

School Administrative District #9 is located in Franklin and Kennebec Counties. The nine towns have a total population of 12,367 and a total valuation of $39,367,859. It is basically a very rural area with many of the residents commuting to other towns for employment. The major industries located in the region are Bass Shoe, International Paper, Farmington Shoe, Maine Dowel and Apter Manufacturing Company. A brief descriptive sketch of each town follows:

1. Chesterville: Population 618 - Valuation $487,460.00. 26% of

the residents earn less than $3,000 per year. Income is derived from agriculture, paper and shoe industries and lumbering. Chesterville has one private school for trainable retarded children of Franklin County. The school employs one teacher and one teacher aide and relies on the University of Maine at Farmington and School Administrative District #9 for other services. They do not have counseling and guidance services.

2. Farmington: Population 5,603 - Valuation $26,439,410.00. 19% of the residents earn less than $3,000 per year. Income is derived from agriculture, shoe, paper and plastics industries and lumbering. Farmington has 5 schools: 3 elementary, 1 junior high, and 1 high school. These schools employ 121 teachers - 37 elementary, 29 junior high, and 55 high schools. Three (3) counselors are assigned to the high school and one (1) is assigned to the junior high school.

3. Industry: Population 347 - Valuation $529,964.00. 33% of the residents earn less than $3,000 per year. Income is derived from plastics, pulp and paper and shoe industries, and lumbering. Industry has no school and the children are transported to Farmington.

4. New Sharon: Population 709 - Valuation $1,150,640.00. 38% of the residents earn less than $3,000 per year. Income is derived from agriculture, paper, shoe, lumbering, and other wood manufacturing industries. New Sharon has one elementary school and employs 8 teachers.

5. New Vineyard: Population 440 - Valuation $713,195.00. 52% of the residents earn less than $3,000 per year. They derive their income from lumbering, wood turning, paper and shoe industries, and agriculture. The town has no school and transportsits children to Farmington.

6. Temple: Population 354 - Valuation $422,665.00. It is estimated that 24% of the residents earn less than $3,000 per year. Income is derived from lumbering, paper and shoe industries. The children are transported to Farmington, as Temple has no school.

7. Vienna: Population 354 - Valuation $404,100.00. It is located in Kennebec County. Twenty-two percent of the residents earn less than $3,000 per year. Income is derived from lumbering, paper and shoe industries and agriculture. The children are transported to Farmington and New Sharon for their education.

8. Weld: Population 332 - Valuation $859,455.00. It is estimated that 24% of the residents earn less than $3,000 per year. Income is derived from shoe and paper industries and agriculture. Weld has one elementary school and employs 3 teachers.

9. Wilton: Population 3,756 - Valuation $8,360,970.00. About 23% of the residents earn less than $3,000 per year. Income is derived from shoe, paper and plastics industries, agriculture, and lumbering. Wilton has 4 elementary schools and employs 37 teachers and shares a counselor with Mt.

Maine

Blue Junior High School. (Farmington)

Data on the project site schools, as of 10-1-72, of the school enrollment:

At the elementary level there were 9 schools, 83 teachers, no counselors, and 1,825 students. At the junior high school level there was 1 school, 29 teachers, 1 counselor, and 775 students. At the senior high school level there was 1 school, 55 teachers, 3 counselors and 676 students.

There is a strong need to focus extra effort on developing a model career development program in the project schools. For many years traditional curriculum practices have emphasized strong preparation in academic subjects. The community needs reorientation in all schools that will include career development activities within the traditional curriculum. The recent addition of a junior high counselor is indicative of the support school administrative officers give to the guidance and counseling service The development of a Career Resource Library which utilizes a microfiche data system for storing local career data was initiated in 1971 and reflects a concern for greater emphasis on career development activities.

In developing and implementing a model career orientation program, the research team will focus on elementary, junior and senior high school students. It is important that career development not be viewed as something that occurs just prior to graduation. The continuity and sequential activities of a broadly based career development program will surpass efforts that work only with isolated classes or groups of students. Career development as envisioned by the project team will meld " Hands - on " activities in business and industry with traditional curriculum practices. Our goal will be to organize the total school system; to permeate a career development theme in a multitude of classroom learning activities. Classes in english, science, and mathematics, in addition to home economics or industrial arts, must impress students with their relevance to this particular career aspirations.

A major goal of the Career Development Project will be to fuse the most exciting vocational education practices with the traditional curriculum. Teachers without doubt, will be a critical factor in determining success of the program. The vocational development theme will seek to unify the educational efforts of each teacher at all levels. It is conceivable that a sixth grade teacher could be planning and organizing career development activities that would involve a ninth or twelfth grade teacher. In planning the career development program, each educational component of the school system will be assigned specific goals. In support of these goals the counseling and guidance department will be responsible for support services in testing, counseling, consulting, and placement.

Maine

The career development program in the elementary school has as major goals:

1. To familiarize the student with his world and the immediate environment.

2. To introduce children to the world of work through multi-media presentations.

3. To formulate models for preparing and disseminating occupational information.

4. To develop with classroom teachers a career development model relating age, vocational development stages, and vocational development tasks in a definite way.

5. To expose children to as many occupations as possible as well as to the decisionmaking process through the use of simulation games, slides, role models, tapes, and other materials.

6. To implement career development activities in the curriculums of grades K through 6.

7. To develop sequential career development activities in grades K through 6 based on an experimental Career Education activity developed by the teacher and Career Development staff.

8. To establish an elementary guidance program to provide planned vocation occupational experiences.

There have been experimental programs in some of the primary grades centering around a career development theme, but there is a need to expand this. At the intermediate level, students examine the world of work in many phases, both within the United States and throughout the world. In the past emphasis has been mainly on the manufacturing process, with the actual inclusion of job opportunities connected with the process largely overlooked. Experimental units developed around a career development theme have been undertaken by many teachers during the 1972-73 school years. There is the need to expand the number of units and include other classrooms.

In developing and emplementing the career development program, two qualified elementary school counselors have been employed. Their initial duties involve organizing distributing material, conducting a series of orientation sessions, and helping teachers implement career development activities. Considerable time and effort has been spent on in-service orientation activities for all elementary school staff. During the Spring term of 1973 acontinual series of orientation programs will focus on preparing the faculty to initiate their own activities in relation to their

behavorial objectives. Leadership and organization of the total program will be the responsibility of Mr. J. Raymond Brennick, Superintendent of Schools, Administrative District #9, Farmington, Maine. He will be responsible for assignments to the counselors in each education component.

A three day workshop for elementary teachers will be held in September of 1973. The purpose of this workshop will be to orient teachers to the elements of career development by providing experiences similar to those their students will be exposed to during the years, to develop the skills necessary to conduct hands-on and role playing activities with their students, and to develop a team approach between teachers of different disciplines and grade levels.

Evaluation will be constructed in a way that will encompass both objectives and subjective techniques. The evaluation process will be done on a quarterly basis with the evaluation team giving priority to the ongoing quality of the activities inacted by the program.

Evaluation shall include but will not be limited to the following:

1. Pre and Post surveys of student's occupational awareness.

2. Pupil's ratings of career projects.

3. Teachers' ratings of career educational activities.

4. Increase or decrease of teacher involvement with career educational activities.

5. Comparison of number of career educational activities being used compared to 1971-72.

6. Comparison of number of students involved in career educational acttivities compared to 1971-72.

7. Comparison of number of teachers involved in career educational activities 1971-72.

8. Development of parent questionaire to determine parents reactions to career educational activities within the school.

9. The evaluation team will conduct random interviews with resource people and community agencies to determine the extent and quality of the programs involvement with community resources.

The codirectors are currently investigating possible instruments that could be of value in evaluating career education programs. The aim is to develop along with the program a comprehensive method of evaluating career development programs. Dr. Richard Rice and Dr. Thomas Thieler

Maine

from the University of Maine in Farmington will serve as the evaluation team. Consultation will be provided by Dr. Charles Ryan, Director Maine State Research Coordinating Unit (RCU).

The career development program in the Junior High School has as major goals:

1. To continue and enlarge upon the career development models of the elementary school program to reinforce and expand positive concepts concerning the world of work.

2. To provide group guidance for the purpose of developing insights into strengths, weaknesses, and interests as they pertain to academic and vocational pursuits.

3. To provide the opportunities to research occupational areas and relate these areas to interests and abilities.

4. To utilize community resources including businesses, industries, and people to help students gain insight into the skills and training required for several occupations.

5. To help students plan for high school course sequences which will provide a broad base for career selection.

6. To integrate career development activities into course offerings at the junior high school level.

7. To provide opportunities for parents to become aware of the goals and objectives of the career development program.

The objectives for the junior high school are made in recognition of the unique developmental phase of early adolesence. The junior high presents a challenge of individual differences greater than at any other level. Concerns about self-esteem , self-image and proper sex role make it imperative that a career development program for the junior high be cognizant of the unique characteristics of the early adolescent. In addition, it must provide youth with the opportunity to expand his knowledge of vocations and make provision for exploring in some depth those occupational areas in which he indicates an interest and/or aptitude.
No additional personnel will be hired to develop and implement the program at this level. Instead the junior high counselor in cooperation with a faculty committee will undertake this responsibility.

Evaluation at the Jr. High level will be based on the Priority Counseling Survey, by Smith and Johnson and group and individual interviews. From these will be collected data on pupils' expressed needs in the areas of career development questionnaires and random interviews will be used to asses how well these needs have been met.

Maine

Evaluation will also consist of noting the increase in teacher and pupil involvement in career development activities and the use of community resources. A three day workshop for the junior high faculty will be held in September of 1973.

The major objectives of the Career Education program at the secondary level:

1. To place all students of these teachers participating in Career Education in at least a two week position of career exploration.

2. To assist each student to identify his intellectual skills and relate them to broad occupational goals.

3. To maintain a flexibility in structure and content within our curriculum, to provide for career exploration programs through actual on-the-job experience.

4. To involve our classroom teachers in all phases of planning, development, evaluation and placement, so that the total efforts reflect the thinking and involvement of all educators associated with Career Education.

5. To develop and organize a community Career Education Advisory Staff for the purpose of assuring a total effort of school, community, and industry, to maximize use of existing facilities and resources.

6. To recognize the counselor as the catalyst to bring about the change and supplemental reorganization of the learning structure, to better facilitate the concept of Career Education.

7. To involve a student committee to help expand the Career Education concept and to be used as a resource in the developing Career Education model.

8. To maintain and conduct periodic follow-up assessments for the purpose of intelligent updating and maintenance of an innovative and creative program.

The major area of impact at the secondary level is career exploration. Our concern then is to make available to all students the possibility to spend part of their school year in some form of employment service, or job exposure which will assist that student to know more of his immediate community while broadening his attitudes toward various types of work. Through a concerted effort which will join the total community into one force supporting our Career Education Program, we will be able to meld the effort into a meaningful experience for all students. To do this we will organize an advisory staff which will pull the different facets of

the community together. Unique perhaps to some projects, will be the use of a student advisory committee which too, shall be very important to the project as concerns instant feedback and candid evaluation.

Because our vocational school is an excellent source of qualified students we will use these students to interact with elementary and middle school students for the prupose of informing lower levels of the world of work as seen through the actual experiences of our vocational students. We have pending a travel classroom which we will completely produce within our system. Our vocational students will build from design to actual hands-on activity this traveling classroom which will be used to bring the best of our district to the extremes of the district geographically. With this mobile class oom, we expect to bridge much of the gap existing between the vocational area and the scholastic. Mutual efforts will be planned so that each of the total school population will be active in the use and planning of our portable school.

We realized earlier in our planning stage that the role of a community resource director would be extremely important to the flow of idea and growth to our program in regards to community involvement. With the multitude of logistics with which the community resource person must be involved, especially at the inception of the program, we now feel to develop this integral part of our program and retain low-cost transportability, we must have a person available to serve in this position at least part time. With our major goal to develop this resource program to the state where it requires only updating and evaluation, we believe that at this stage the resource director is extremely instrumental. This responsibility of developing the resouce program and maintaining our microfiche operation plus coordinating the use and operation of the portable school or Career Education Center will certainly justify the development of this temporary position.

At this time, and to insure that the guidance personnel shall be able to maintain the community resource program, we are each making a weekly contact to be used within the cadre of resource people. In looking beyound our funding, we realize the need for each guidance department and staff to eventually assume the duties which the Community Resource Director shall assume under this proposal. The guidance department realizes the necessity of maintaining a closer contact with the communtiy and believe through assuming the responsibility of this position we shall accomplish this merger.

Since the inception of this project, we have come to recognize the need for imparting more to our students in the way of job experience, career exploration, student assessment; and in working more with groups of students of similar interests.

Maine

In assessing our students we have found "The Self Directed Search," A Guide to Educational and Vocational Planning published by Consulting Psychologists Press, to be an excellent instrument. We would like to give this and other Career Assessment Devices to our students that have been exposed to our Career Education Program and contrast their efforts with students of this school who have not been exposed Also we will arrange an exchange of this data with a neighboring school within this state, and we are planning to exchange the data with a similar school participating in such a program for the past three years in New Hampshire which will show to a degree our effectiveness.

Guidance and Counseling:

Guidance and counseling services in School Administrative District #9 prior to the inception of our Career Education Program were limited only to students in the Senior and Junior high School. However, even at that time, a variety of services were being provided that included Career Development activities. For example: the counselor in the junior high holds individual and group sessions for the purpose of relating interests, abilities, and aptitudes to occupational possibilities and high school course sequiences. The senior high vocational director and vocational counselor are developing a Career Resource Library for retrieval and use of local occupational data. The vocational counselor is presently developing plans for a Mobile Career Education Unit, which will be used to provide greater career awareness to the entire school district and in some cases, neighboring school districts. Other members of the senior high school guidance staff are presently developing and hosting a Career Speaker program which has resource people from within the community enter the school for the purpose of describing their career, educational background, or work experiences. We believe that guidance, vocational, education, and traditional academic subjects must be merged if the student is to realize full value from his school experiences.

The guidance program for elementary, junior and senior high will involve:

1. Group sessions with students to evaluate career-related data and self-characteristics.

2. School-industry career seminars.

3. On-site visits to business and industry for all students, not just the non-college bond.

4. Career exploratory activities for students, i.e. workstudy and work experience programs.

5. Establishment of a liaison committee composed of business industry, and education personnel to review and suggest curriculum modifications.

Maine

6. Accurate, up-to-date career information via simulation games, microfiche materials, and selected government and commercial materials.

7. A job placement service to facilitate the transition from school to work.

8. Implementation of a vocational aptitude assessment program, such as the Comparative Guidance program for use in predicting vocational-technical school success.

The responsibility of the guidance personnel and the Career Development Staff will be to implement and devise with their respective faculties, a variety of career development activities throughout the total school district.

The activities which we are planning at the secondary level are as follows: placement of our students in actual job experiences for a period of at least two weeks; Career exploration activities for those students showing an interest for such activity; Career research where a student attempts to learn of a career theough actual involvement, and then reporhts to his class mates. We will offer mini-courses on our bus routes as students travel to and from school. We are presently in the planning stages with the owner of a local radio station for the purpose of developing our own radio station, built and operated by the school. We presently have a student group completely responsible for developing and operating a health careers club, in which resource people are brought into the school to assist the students choose a career. This is completely managed and maintained by our senior high students. We are presently using our students as resource students in the lower grades and shall expand and develop this to a greater degree. Once we have developed our mobile unit, to be designed and manufactured in our school, we will permit this to be managed and coordinated completely by our students.

Mr. Ohombs and Mr. Willett are to serve as co-directors of this project with responsibility for the Career Development Staff. They in turn bear direct responsibility to Mr. J. Raymond Brennick, our superintendent of schools. Each co-director will devote one full day a week to the project, the cost of which shall be borne by School Administrative District #9. Additional time will be used by the co-directors on an as needed basis.

Project Staff Component - Junior High School Component

Marshall Ohombs, who is the junior high counselor, will be responsible for the guidance and counseling component at the junior high school level. He will also head the committee for career development in the junior high school and help coordinate the program at the elementary level. Mr Ohombs holds a bachelor's degree of science in education, a master's of

science degree, and a certificate of advanced study equivalency in elementary guidance and counseling. He has taught eight years, with experience in grades four through seven. He has worked one year as an elementary guidance counselor and is beginning his third year as a junior high counselor. His other experiences include four years military service, all aspects of the laundry and dry cleaning business, and limited experience in various construction job.

Senior High Coordinator

George Willett is currently the vocational counselor at Mt. Blue High School. He holds a bachelor's degree in German from the University of Maine and a master's degree from the University of Massachusetts, Bridgewater, in secondary guidance. He has done further graduate work in biology at Western Maryland College and is currently enrolled in graduate study at the University of Maine at Farmington. He has eleven years experience with five years spent as a biology teacher and the remainder in secondary guidance. Other experience includes military service and time spent as a lab technician and in various forms of construction. In the summer, he is director of a sailing program at Tabor Academy, Massachusetts.

Elementary Counselor

Herman Carlstrom, who was hired as one of the elementary counselors through this project, has been responsible for guidance and counseling and career development expansion at the Wilton elementary schools. Mr. Carlstrom, holds a B.S. in Education and an M. Ed. in elementary counseling from the University of Maine - Orono. He also has an advanced study certificate in elementary counseling and guidance. He has taught four years, with experience in grades four through seven. He has worked for the Maine Department of Vocational Rehabilitation, worked as a boiler foreman, and has workexperience in construction, farming, and railroad.

STATE AND PROJECT NUMBER:	Maryland; V361060L
STATE-LEVEL PROJECT ADMINISTRATOR:	Roland N. Patterson State Department of Education PO Box 8717 Friendship Airport Baltimore, Maryland 21240
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C:	$148,705
DURATION:	June 1, 1973 to May 31, 1974

SITE INFORMATION:

Maryland will establish its Part C demonstration, testing and development site in the local school district of the City of Baltimore. Following is a description of the student population in the project area:

Baltimore City School District: Approximately 6,500 students dropped out of school during 1971-72. That represents an increase of 2,000 over the past decade. This problem was further exacerbated by the extensive student absenteeism of 40 or more days.

Some graduates cannot find jobs because they have not acquired adequate skills or are unaware of the skills they possess. Employers decry the lack of basic skills and the poor work attitudes possessed by many Baltimore City public school job applicants. College personnel express concern about the low number of non-white applicants to college, and community members have expressed concern regarding the large number of college entrants who do not complete college.

DESCRIPTION OF PROJECT:

The curriculum from K-12 will focus upon the personal development of all students, as a vital key to both educational preparation and career success. Course content will relate continually to the development of career awareness, job preparation and continuing educational needs of students. The ultimate goal is a concerted system-wide effort to achieve this end, but this program will be implemented in seven selected schools; four elementary, two junior high and one senior high school within a designated geographical region.

Elementary School Component: Since competence in the communication and computation skills is requisite to the development and maintenance of self-esteem and is necessary for the success of an individual both

in and out of school, it is mandatory that the early elementary level assume responsibility for the development of these competencies. In addition, all students will be introduced to the world of work through the content areas.

Junior High School Component: An interdisciplinary team, consisting of teachers and counselors will work to develop curriculum utilizing the cluster concept. They will also provide instruction and guidance relevant to the personal development and career exploration needs of the individual junior high school student.

Senior High School Component: In order to provide for the personal development and career preparation of the senior high school student, a year-round career counseling center shall be established in each senior high school, through the redeployment of existing school staff (counselors, job-coordinators, teachers) in a team approach. The services of the center will be available to enroll students, recent graduates, and drop-outs. Students will also receive specific skill training through the vocational program which is established in the high school and receive on-the-job training through the Cooperative work-experience program.

Guidance and Counseling Component: A year-round career counseling center will be established in the senior high school through the redeployment of existent school staff in a team approach. The services of the center will be available to enrolled students, recent graduates and drop-outs.

STATE AND PROJECT NUMBER: Massachussetts V361049L

STATE-LEVEL PROJECT ADMINISTRATOR:

Mr. Charles Buzzell
Project Director
State Department of Education
182 Tremont Street
Boston, Mass 02111

FEDERAL FUNDS PROVIDED UNDER SECTION 131 (a), PART C: $207,512.00

DURATION: June 1, 1973-November 30, 1974

SITE INFORMATION:

Massachusetts will establish its Part C demonstrating, testing, and development sites in three representative educational environments. The three model areas, Springfield, Milford, and the Blue Hills Vocational-Technical Region, represent the urban, the comprehensive, and the regional vocational-technical systems throughout the Commonwealth. Upon the completion of the project, the three representative sites will provide all the school systems of the Commonwealth with functional models designed to facilitate the implementation of comprehensive career development programs. Following is a description of the sites.

DESCRIPTION OF THE SITES; PILOT DISTRICTS:

Springfield is an industrial environment with a population of 164,000. Like many urban areas in the past decade, it has witnessed a decline in total population and a rapid increase in a non-white population (19%). Even though Springfield has a substantial population of middle income families a large segment of the population has incomes below the poverty level. There are 20.3% of the familes with an income under $3,000 and 23.4% of the families with an income of $3,000 to $5,999.

Unemployment remains at approximately 7.3% while the State average fluctuates around 6.2%. Welfare expenditures are almost double the annual school budget at 40 million dollars as compared with 23 million dollars for schools. Presently, 23% of the children in Springfield Schools come from homes receiving Aid to Dependent Children.

Being an industrial city, Springfield has a diversified economic base. In 1968, an average of 22,793 persons were employed by 243 manufacturing firms with an aggregate annual payroll of $161,362,146. The most important employer groups were chemicals and plastics, fabricated metal projects, ordinance and accessories, machinery, printing and publishing, and apparel. Nearly 30% of the work force is employed in wholesale and retail firms with a combined yearly payroll of over $94,400,000.

Massachusetts

The City is in the midst of a vast urban redevelopment program which encompasses a network of new highways, industrial parks, business and shopping centers, civic centers, and new housing developments. The major occupations include manufacture of plastics, firearms, electronics, and precision machinery. The total current per pupil expenditure and capital outlay for schools at the elementary level is $645.95 and the State median is $645.00; at the senior high level it is $843.50 and the state median is $908.00.

The school system is organized on a K-6, 3-3 plan with 17,679 elementary and 13,664 secondary students housed in 36 elementary, 7 junior high, and 4 senior high schools. Forty-three percent of the elementary and thirty-three percent of the secondary enrollment are housed in schools built within the past 25 years. Two new large community-type elementary schools are in the final planning stages.

The high school program is organized around four specialized schools in each of the following areas: classical, technical, commercial, and trade. In addition to its specialty, each school conducts a limited comprehensive program. At the elementary level there were 3 schools, 10 teachers, no counselors, and 300 students, at the junior high level there were 2 schools, 15 teachers, 3 counselors and 350 students and at the senior high level there were 2 schools, 25 teachers, 6 counselors, and 500 students.

The Springfield School System has, for many years, operated a strong occupational education program, along traditional lines in their Trade and Technical High Schools. However, in the Classical and Commerce High Schools, virtually no cocupational preparation and/or counseling exists. There is a vital need in Springfield for the implementation of a career development program, consistent with the philosophies of a true comprehensive high school, but initially adapted to the particular resources of the four specialized high schools. A vigorous guidance function will be required to initiate and maintain these changes, particularly in the face of an annual high school drop-out group numbering over 500. This group, the size of many high schools, is for the most part unprepared for, and not oriented toward the world of work.

Milford's population of 19,352 comprises an expanding non-urban community. The relocation of many Boston firms into the Milford area, due to excellent major roadway connections, has served to increase Milford's population growth in the last decade.

The majority of families fall in the lower middle income bracket, with a median family income of $5,958. Approximately 11.5% of the population falls below the poverty level. There are 39.5% of the families with incomes of $3,000 to $5,999, and 36.4% of the families with incomes of 6,000 to 9,999.

Massachusetts

Manufacturing provides the largest source of employment, with 50.9% of all workers engaged in some type of manufacturingoccupation. The principal manufacturing industries are the shoe and leather firms with manufactures of stone, clay, and glass products second in importance.

The Milford School system's present enrollment for K-12 is 3,500 with 1000 students housed in a senior high school that was originally constructued for a maximum population of 600. At the elementary level, there were 4 schools, 8 teachers, no counselors, and 240 students. At the junior high level there was 1 school, 10 teachers, 3 counselors, and 250 students, and lastly, at the senior high level there was 1 school, 16 teachers, 3 counselors, and 600 students.

Under the present system, 40% of the Milford graduating classes are entering the work world with virtually no occupational training, since the present limitations of space have not permitted expansion of a significant occupational program. The absence of relevant course offerings can be reflected in a high drop-out rate(10%).

Milford's decision to involve itself with creating appropriate occupational programs has been demonstrated by its weekly in-service career development workshops conducted for its entire instructional staff. The town's dedication is also exemplified by its decision to build a $15 million comprehensive high school centered around occupational education. The high acceleration of school enrollment in grades 9-12 can be gauged by the fact that Milford will realize its 1974-75 estimated enrollment of 1,066 in February of 1972. With accelerated growth expected for sometime, the need for a career development program with a strong guidance emphasis in Milford is a necessity.

The Blue Hills Regional Vocational-Technical School (BHRVTS) Region encompasses the seven towns of Westwood, Randolph, Norwood, Holbrook, Canton, Braintree, and Avon. The total district population for this region is approaching 150,000 persons. The seven communities within the Blue Hills Region are experiencing the consequences of a rapid expansion from a rural to suburban complex. The results are a population with a majority of high school educated adults who are primarily engaged in trade, retail, and technical capacities. The median yearly income of the work force within this region is approximately $5,900.

The Blue Hills Regional Vocational-Technical School presently enrolls 830 high school students out of a total regional high school population of over 10,000. The percentage of students receiving specific occupational preparation at BHRVTS, versus the total available population, is only 8.3%.

77

Massachusetts

In an effort to assist BHRVTS in developing and enlarging a career development thrust into regional feeder schools. Project Career and its career guidance component proposes to establish, in one selected feeder school, a model K-12 pilot program in career development. In addition, to help establish a seed program in the lower grades of each of the regional feeder school programs, one teacher from each of the elementary school staffs will be selected to attend a series of summer conferences and workshops. Here, workshops will be designed to prepare them to institute an exemplary elementary school career education program within each school district. It is anticipated that this approach will provide a model for the Commonwealth to employ in introducing career development into regional school districts. Demographic data on the specific sites are not available since the final stages of selection are not yet completed. Following is the data on the projected complex of schools which will comprise this site; including the instructional and counseling staff at the Blue Hills Regional Vocational-Technical School.

In the Blue Hills Vocational-Technical Region at the elementary level, there were 7 schools, 10 teachers, no counselors and 300 students. At the junior high level there were 2 schools, 12 teachers, 2 counselors, and 720 students. At the senior high level there was 1 school, 14 teachers, 3 counselors, and 840 students. At the BHRVTS there was 1 school, 10 teachers, 2 counselors, and 300 students.

Each of the three pilot school systems in the past five years has recognized the growing need to diversify their educational programs in order to satisfy the instruction needs of a wide range of student interest and abilities. Thus, each system has applied for and been accepted as a pilot site for the testing and implementation of the Project Career process.

Project Career/Can(Career Analysis Network) will have a primary focus on the development of information and delivery systems, which will cut across grade lines and provide career information to students and teachers in grades K-14.

The Career Analysis Network will provide students in the three pilot districts(Springfield, Milford, Blue Hills Vocational-Technical Region) with a comprehensive exposure to world of work information, based on the analysis of required behaviors in each of 75-100 occupations. The Analysis will be based on the data collected in Project Career/Development -- specifically 50,000 behavioral objects. In the proposed Project, the samples of behaviors under analysis in each occupation will be analyzed to provide for the development of an integrated network of information which will be meaningful to counselors and teachers along the K-14 spectrum.

Massachusetts

The information will be based on job function as stated in the 50,000 behavioral objectives. The significance of the data is not related to simply behaviorally objectifying specific job functions, but rather on the validation of those behaviors by role incumbents. Further, the behavioral objectives will provide the basis of a sorting process which assign each of the 50,000 to a series of occupations thereby rendering a common base of behaviors.

In developing this common base of behaviors, the counseling function, as well as the curriculum development function, especially at the lower grades, will take on significantly broader dimensions. Not only will students being counseled have access to descriptive material relative to jobs, but they will also favor the specific functions of a job as related by the behavioral objectives, both those common to a variety of occupations and those related to a single occupation.

Within the context of curriculum development, the areas of career awareness and exploration take on a scope which will confront students at the appropriate grade levels with the broad range of options open to them in the world of work. By virtue of stemming from the context of validated behavioral objectives, awareness and exploration take on a real dimension. They will assist professionals who are often limited in their knowledge of the work world.

It has become abundantly clear that the development of behavioral objectives, validated by appropriate incumbents may provide for the clear articulation of a comprehensive career development program in a total district-wide setting. However, in order for the articulation to cut across all educational experiences of a child of a given grade level, supplemental information must be developed relative to specific clusters of behavioral objectives. This information will allow for (1) the use of career information in a workable format for elementary school guidance counselors, teachers and students working in career awareness programs; (2) the utilization of behavioral objectives and related information in the development of career exploration programs at the Junior High level; (3) the development of programs at the secondary and post-secondary level which will provide for the preparation of students in a wide variety of occupational areas.

STATE AND PROJECT NUMBER: Michigan; V361032L

STATE-LEVEL PROJECT ADMINISTRATOR: Jack Michie
State Dept of Education
PO Box 928
Lansing, Michigan 48902

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $350,910

DURATION: June 1, 1973 to September 1, 1975

SITE INFORMATION:

Career education project districts in Michigan include grouping of public education agencies that include K-12 districts, community colleges and intermediate school districts. Following is a description of the school districts which comprise the project:

State of Michigan School Districts: Career education for all students is a primary goal in Michigan. This involves approximately 525 K-12 school districts, 29 community colleges, 100,000 teachers and 2.2 million students.

DESCRIPTION OF PROGRAM:

Twenty-eight pilot projects in career education have been established at all levels of the educational system in Michigan. These projects have been funded from a variety of sources. Each program is comprehensive with a strong guidance and counseling emphasis. Each project school has in addition to the components above an academic and vocational skills program. This project, therefore will focus on (1) identifying users of the career education model, and assess present level of understanding; design dissemination programs; and evaluation of dissemination programs.

Career Education Concept Model Dissemination: Dissemination is the systematic communication of a new educational practice with the intent of obtaining its adoption by Michigan schools. Dissemination of career education is dependent upon: (1) assessment of present levels of understanding, the initiation of 49 regional career development workshops, and evaluation of the dissemination program; (2) Career education operational model development and validation - This will include analysis of 28 pilot projects in Michigan, a literature search and direct contact with outstanding out-of-state projects, model development, model validation, and model dissemination based on generally accepted dissemination theory and practice; support service for Model Adoption - approximately

Michigan

100,000 professional personnel will be involved in the planned adoption of career education. The State Superintendent has established a task force of seven deans of colleges of education to develop strategies to insure the early adoption of career education. A consortium of teacher training institutions is also part of the strategy.

The Michigan conceptual model for career education provides the basis for the development of the operational model. Existing components which are judged promising but are unvalidated will be validated in the field. Nonexistent components will be developed and field tested in three local school sites.

rather than using one or two sites. Past experience has shown that what is successful in one region may not necessarily work in another for a multitude of reasons.

The project will be conducted at eight sites; Cloguet, Osseo, Owatonna, Plainview, Red Wing, Roseville, Willmar, and White Bear Lake. All of these school districts were in the original project with the exception of White Bear Lake which was selected to replace Brooklyn Center.

The three sites which are located in the Twin Cities area are Osseo, Roseville, and White Bear Lake and range in size of population from 3,000 to 34,000. The three other school districts are located in the rural agriculutral region of southeastern Minnesota. They are Plainview, Owatonna, and Red Wing in communities which range in population from 2,000 to 15,000. The remaining communities which are Willmar, which has a population of 13,000 and Cloguet, with a population of 9,000 are located in the western and northern areas of the state respectively. Willmar is typical of the medium sized towns and cities located in western Minnesota having an emphasis on agriculture and light industry. Cloguet exemplifies the cities of northern Minnesota with the influence of the "iron range" and paper and pulp industries. Both Willmar and Cloguet reflect the influence of tourism and recreation as an important economic revenue producer for the state.

Other factors which were also influential in the original selection of sites for the project were (a) each school system represented a unique opportunity to develop and test the effectiveness of alternative career education models; (b) each school system had made a commitment to develop a comprehensive career education program and had ongoing secondary vocational education opportunities in their system and (c) each school system was geographically located to serve as a demonstration site which other school systems in the surrounding area could capitalize on in developing programs of their own.

DESCRIPTION OF THE SITES

As has been indicated in the foegoing material, the selection of sites for the original project was partially contingent upon the desire to test the effectiveness of alternative models of career education. Given this factor in the decision making process, it is implied that the project as implemented at the various sites would use a range of models, techniques, and practices in accomplishing prescribed outcomes. In addition, given the range of size of the school districts involved, the scope of the project varies from site to site. Thus, while it may be possible to implement a comprehensive program (K-12) at certain sites it would not be feasible at other sites due to a difference in size and number of persons involved. Because the initial major thrust during the first year of the project was to develop and implement career education programs,

appropriate for elementary school students K-6, it is assumed that much of the work required at this level will have been accomplished. Therefore, depending upon the proposal as developed for each site, the second year of funding could (a) expand horizontally (including more teachers and/or schools at the same level), (b) expand vertically (move to include another level, junior high school and/or senior high school), or (c) use some aspects of both a and b.

It should be noted that while maintenance of the current programs is necessary and essential to the conduct of the project, major emphasis for the second year will be upon increasing and improving career education opportunities in all the school districts involved.

A BRIEF DESCRIPTION OF EACH OF THE SITES IS GIVEN BELOW

CLOGUET:

Cloguet is a city of about 10,000 people in the forest area of northeastern Minnesota. The economy of the city and area is quite stable with a preponderance of manufacturing and industries related to the utilization of forest products. A comprehensive career education project (K-12) has been designed with the assistance of community resource people who have helped in its organization and implementation. Cloguet has five elementary schools; one parochial school, one junior and senior high school. The total student enrollment is 3,650 with approximately 150 of that number being American Indians. A staff of 207 classroom teachers, six counselors, and eleven administrators are involved. The district utilizes teacher aids in most disciplines.

OSSEO:

Osseo is a suburban area of the greater metropolitan area of Minneapolis and St. Paul. It is an area that has experienced rapid population growth during the pa few years which has resulted in increasing school enrollment of approximately 1,000 students per year. The socio-economic level could be described generally as middle class. There is very little industry located in the school district. The majority of the residents work outside the district boundaries. There is a large number of "working" mothers. The thrust of the career education project will be on a pilot basis in four elementary schools and three junior high schools with the counseling and guidance departments involved in the senior high schools. Persons involved will include approximately 600 elementary students, 700 secondary students, 20 elementary teachers, twenty secondary teachers, ten counselors, and six administrators.

Minnesota

Owatonna is city of 15,340 located in the fertile farm land of southeastern Minnesota. It has a diversity of business and industrial concerns located within its city limits providing a broad range of job opportunities for its inhabitants. Its career education project includes staff and students from both public and parochial elementary schools and will expand to include the junior high school level during its second year of funding. At that time, the estimated numbers involved will include (a) at the elementary level -- five public and one parochial elementary school, 133 teachers (public and parochial), and six principals 3300 students, and one counselor; (b) at the junior high level -- two public and one parochial schools, 75 public school teachers and nine parochial school teachers, 1,500 students (public and parochial), and three counselors.

PLAINVIEW:

Plainview is a small, rural community (population 2,200) located in Wabasha County in southeastern Minnesota. It is located with-in easy commuting distance of Rochester, Minnesota, which is a world renown medical center. As such, it is attractive to people who desire to live in a small community and still have access to the opportunities of a larger city. For those individuals who prefer to live and work in the community there are jobs in retailing, construction, personal service occupations, and health care. The leading industry of the community is agri-business. The focus of the career education project during its first phase has been at the elementary (K-6) level with expansion to the junior high school level (7-9) planned as phase II. Provision for career education opportunities at the senior high school level (10-12) are currently available through existing secondary vocal programs while tentative plans anticipate the development of a secondary vocational center to further increase opportunities. Current projections show that one school is involved (at two levels, K-6, and 7-9) with approximately 900 students, 45 teachers, and one counselor. Mention should be made of the support which the area vocational-technical institute at Winona has given in the development of this site.

RED WING:

Red Wing is a city of 12,500 located on the banks of the Mississippi River on the eastern border of Minnesota. Manufacturing plays an important role in the economy and life of the community with eighteen major industries located therein. The Red Wing project was planned to culminate in an articulated comprehensive (K-12) career education program to be conducted in the six elementary schools, a junior high school, and a senior high school. As such, it will include 87 teachers and 1,887 pupils in the elementary school, 53 teachers and 901 students in the senior high school, and four counselors; two each from the junior and senior high school.

Minnesota

ROSEVILLE:

Roseville, a suburb located on the north central edge of the greater metropolitan area of Minneapolis and St. Paul, has a population of 35,500. It has a history of being a fast growing community with a considerable number of businesses and industries located therein. The socio-economic level would generally be described as above-the-average for the state. The career education project at Roseville is focusing on the elementary level, K-6. As such the project will expand horizontally from its pilot phase to include seven schools, 63 teachers, 1,740 students, and three counselors at the K-6 level.

WILLMAR:

Willmar is a rural agricultural community of 13,000 located in west central Minnesota. It is a thriving community drawing upon agriculture, industry, and recreation for its livelihood. Post-secondary educational opportunities have been provided for in that a well established area vocational-technical institute and a viable junior college have been established there. In order to maximize the career education opportunities available within the community the subsequent emphasis of the project at this site will involve mainly the junior and senior high school. The focus of the project will be primarily awareness through exploration of available occupational clusters at the junior high level and orientation-guidance at the senior high school level. Most of this effort will be accomplished through the existing curriculum as correlated to the identified resources of the community. The numbers of schools and personnel involved by level will be; elementary -- four schools, 40 teachers, and 880 students; and secondary -- one school at each level (junior high and senior high), 100 teachers, six counselors, four administrators, and 365 junior high school students and 500 senior high school students.

WHITE BEAR LAKE:

White Bear Lake is a suburb located north and east of the metropolitan area of Minneapolis and St. Paul. It is a growing community which has a population of 23,300. A significant number of businesses and industries are located within its boundaries and its socio-economic level would generally be described as above average for the state. White Bear Lake was chosen as a replacement project site for Brooklyn center (which was also a suburban school) when it chose not to participate. As a replacement site, White Bear Lake was asked to focus its efforts on the junior high schools, level, 7-9. The project at this site will involve two public schools, and one parochial school, 20 public schools, and two parochial school teachers, 900 public and 60 parochial school students, and four counselors. This project will utilize performance contracting and will initially begin with "already developed" curriculum materials procured from throughout the country.

Minnesota

FOCUS AND SCOPE OF PROJECTS

The focus and scope of the individual sites of the project has been described in the foregoing paragraphs. Shown on the following page in Figure 2 is a summary of this information, using the five components presented as "Focus of Projects" in Policy Paper AVTE-V72-11.

It should be noted that component #4 relating to "job preparation in a wide variety of occupational areas....," is already being served at the local education agency level through school district programs and the development and implementation of joint efforts in the form of secondary vocational centers. Because of this ongoing effort by other agencies and funding sources, component #4 will not represent a primary effort of this project. However, students in all eight sites will have the opportunity to avail themselves of job preparation opportunities through existing programs.

Minnesota

FIGURE 2

PROJECT ACTIVITY -- INDIVIDUAL SITES

SITE	FOCUS	SCOPE*	COMPONENTS INVOLVED 1	2	3	4	5
CLOGUET	K-12	2	X	X	X		
OSSEO	K-9	2	X	X	X		
OWATONNA	K-9	1	X	X	X		
PLAINVIEW	K-9	1	X	X	X		
RED WING	K-12	2	X	X	X		
ROSEVILLE	K-6	2	X	X			
WILLMAR	K-12	2	X	X	X		
WHITE BEAR LAKE	7-9	2	X		X		

*1. Total involvement -- all teachers and all schools at level indicated.

2. Partial involvement -- selected teachers and schools at levels indicated.

Minnesota

PROJECT ADMINISTRATION

It has been indicated that the eight sites of the project were planned at the local school district level and consequently differ in emphasis and method in achieving outcomes. They have, however, adopted a common set of objectives for career education which are consistent with those suggested by the U.S. Office of Education and the Division of Vocational Technical Education, Minnesota Department of Education. The objectives are prescribed according to level; elementary (k-6), junior high (7-9), and senior high (10-12).

The research and development requirements and the cost/transportability requirements have been addressed in the evaluation system which is currently being developed and tested. In brief, the system involves both process and product evaluation in determining the efficiency and effectiveness of attaining specified outcomes. The process evaluation component of the system was installed into the ongoing project as of October, 1972. Revisions or modifications will be made on this component of the system based on the year it will have been in operation. Basically, the process evaluation component uses a simple form which serves as a "log" on which the teacher records and describes career education activities used in the classroom. These forms are gathered by the local project director on a monthly basis, packaged, sent in for processing and analyzing, and a printout returned to each teacher involved in the project; summarizing their activities in career education for that period. In addition, each local project director is provided a printout indicating all the career education activities which have transpired at that project site during the last reporting period. This information, when coupled with that obtained from the product evaluation should provide the data prerequisite to the research and development and cost/transportability requirements.

Note should be made of the extensive involvement of the Minnesota Research Coordinating Unit for Vocational Education in the operation of the project. Not only has responsibility for the development, implementation, and operation of the evaluation system been assigned to them, but other administrative and operational tasks as well. With their nationally recognized professional staff, computerized library, and access to graduate students for supplement manpower, they have been able to render great assistance in the conduct of the career education project. Their assistance will continue into phase II of the project.

Past and current efforts of the State of Minnesota in providing a comprehensive program of career education for its citizens have already been described. Thus, this project has been designed to supplement existing efforts and not duplicate them. Consequently, project effort has been directed towards those areas where little, if anything, was being done and to utilize existing programs where possible in attaining

desired outcomes. This aspect of the project is evident in Figure 2 (shown previously).

Among the original conditions for consideration as a project site were administrative support and financial commitment to the concept of career education. One measure of financial commitment may be found in the average of local match as compared to the total project cost, which in this instance, amounts to 40 percent. A second measure of state and local commitment is the amount of state and local funds spent for secondary vocational programs in the eight project site school districts. The total for this exceeds three-quarters of a million dollars, such that, when combined with project funds, provides an average allocation of more than $125,000 per district.

STATE AND PROJECT NUMBER: Mississippi V361006L

STATE-LEVEL PROJECT ADMINISTRATOR:

Mr. Troy V. Majure
Project Director
State Department of Education
Division of Vocational
Technical Education
P.O. Box 771
Jackson, Mississippi 39205

FEDERAL FUNDS PROVIDED UNDER SECTION 131 (a), PART C: $115,332.00

DURATION: June 15, 1973 - December 14, 1974

SITE INFORMATION:

Mississippi intends to utilize the Supplemental Allocation for Vocational Research and Development to expand the present program of Career Education through additional Part C demonstration, testing, and development sites. The funds will be utilized in a single career-centered curriculum project. The sites selected are the Louisville Separate School District, the McComb Municipal Separate School District, and the Winona Separate School District.

THE LOUISVILLE SEPARATE SCHOOL DISTRICT:

This district encompasses the entire land area of Winston County, approximately 606 square miles. The school system has five attendance centers, (one elementary attendance center, one "middle grades" attendance center, one high school attendance center, and two attendance centers that house grades 1-12). The system's enrollment is approximately 4400 students, of which approximately 2800 are in the elementary grades and 1500 are in secondary grades. A total of 212 instructional personnel and three counselors serve the school system. The county which the school system serves is considered depressed by the Mississippi Employment Commission. Approximately 40 percent of the county population is classified in minority groups. Approximately 28 percent of the families in the county receive incomes of less than $3000 per year. The family mean income for the county is $6602. The median value of family housing in the county is $10,700. The economy in the area is diversified and includes agriculture, manufacturing, distribution, and service occupations.

THE McCOMB MUNICIPAL SEPARATE SCHOOL DISTRICT:

This district contains three attendance centers (one elementary school, one middle school and one high school). Enrollment in the school system is approximately 4000, with approximately 2700 students at the elementary level and 1300 at the secondary level. A total of 200 instructional

personnel serve the school system. Of this number five are guidance counselors. Approximately 34 percent of the population in the area is classified in minority groups. The family mean income in the school district is $6532. Approximately 25 percent of the families in the district receive incomes of less than $3000 per year. The median value of family housing in the district is $10,000. The economy in the district is classified as being diversified. Major occupational pursuits are derived from agriculture, manufacturing, distribution, and service industries.

THE WINONA SEPARATE SCHOOL DISTRICT:

The district contains three attendance centers (one elementary attendance center, one middle grade attendance center, and one high school attendance center). Enrollment in the school system is approximately 1500, with approximately 1100 students at the elementary level and 400 students at the secondary level. A total of 69 instructional personnel and one guidance counselor serve the school system. Approximately 45 percent of the population in the area is classified in minority groups. The family mean income in the school district is $5798. Approximately 35 percent of the families in the district receive incomes from less than $3000 per year. The economy in the district is classified as being diversified. Major occupational pursuits are in agriculture, manufacturing, and service industries.

The project is designed to establish a meaningful, comprehensive, career education program which encompasses the stages of career awareness, career exploration, and career preparation. Throughout the program guidance and counseling are emphasized both through group and individual activities. Components listed under Policy Paper AVTE-V72-11, to be included in the project, and the scope of work to be undertaken each component are as follows:

1. The program will be designed to increase the self-awareness of each student, to develop in each student favorable attitudes about the personnel, social, and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills.

   The program will be centered around developing in all students grades 1-12 a "style of life" oriented toward becoming a productive member of a work oriented society. Special emphasis will be placed on increasing the influence of the schools in developing students attitudes about work. The entire project will center around:

   (1) Making students aware of how their interests and abilities fit them for the different occupations found in the world of work.

   (2) Developing an awareness of the meaning and significance of work and of occupational decision-making.

   (3) Assisting students in developing an understanding of the relat-

ionship between his educational opportunities and career possibilities.

(4) Assisting students in learning to organize and use individual decision-making skills.

2. The program will be designed at the elementary school level to increase the awareness of students in terms of the broad range of options open to them in the world of work.

The process will begin in each of the elementary schools in the three school systems by providing students with sufficient occupational information and counseling to meet the needs of all children according to their interests and abilities. To accomplish this, local project personnel will provide services to elementary faculties which will aid in the incorporation of career development into the regular instructional program. These services will include obtaining occupational information, providing counseling, providing resource persons, conducting workshops, seminars, and field trips. The elementary teachers will not teach vocations as such, but will use careers with which children come in contact to increase their awareness and knowledge of the world of work. The children's interaction with their environment, parents, peers, and others will be utilized to enhance their interest in the world of work.

Each elementary teacher will be assigned to one of several committees to coordinate the activities of the elementary schools in the career development project. These committees will begin the development of a course of study utilizing occupational information for each grade. The career information may be presented to the students in the manner developed by the local school system personnel or in a manner similar to other ongoing career education projects within a state. These center around occupations relating to the home and school; the community; the state; the nation; and expand into world wide occupations. Examples of some activities which may be conducted in grades one through three to increase the interest of students are:

1. Students may tell what their parents do on their jobs.
2. Parents may serve as resource persons for classes.
3. Students may make posters and dolls of parents and others in occupations.
4. Students may use occupational coloring books.
5. Students may role-play parents' occupations.
6. Students may develop lists of job-related activities they perform at home.
7. Students may read stories in basic and supplementary readers that deal with occupations.
8. Students may view visual materials on occupations.
9. Students may use tools that are related to occupations they are

studying.
10. Students may make up occupational songs, poems, and riddles.

This is only a partial list of activities which may be used to incorporate career awareness into the regular instructional program but it should give some insights into activities which will be utilized to increase elementary students concepts of the world of work. In grades four through six, emphasis will be placed upon students enhancement of self-concept as related to career development. This might involve such activities as:

1. Allowing students to list good or poor personality traits.
2. Classes choosing occupations of the week.
3. Conducting class appearance and personality contests.
4. Girls designing work-clothes fashions.
5. Viewing occupational visual aids.
6. Discussing characteristics of persons needed to fill jobs that students are interested in.
7. Collecting and studying "want ads" from the newspapers.
8. Role-playing employer-employee situations.
9. Studying and role-playing jobs that their age group can obtain (babysitting, paper-route person, etc.).
10. Planning and role-playing job hunts.
11. Utilizing field trips and related activities in continuation of the career-centered concept.

All activities will be carried out by the regular elementary teachers (those not being paid from the project budget) with their respective classes. Project personnel will aid with the materials collection, equipment procurement, counseling, etc., but will not generally be involved in all classroom activities.

3. The program will be designed at the junior high or middle school level to provide career orientation and meaningful exploratory experiences for students.

Local project personnel will provide services to each of the junior high school faculties which will aid in incorporating career education materials into the regular instructional program. These services will include obtaining occupational information, providing counseling, providing resource persons, conducting workshops, seminars, and field trips. The junior high school teachers will utilize their specific subject areas (math, history, etc.) as vehicles for increasing students exploration into the world of work.

At the junior high school level, students may expand and intensify their exploratory experiences in the world of work through specially designed courses (occupational orientation, home economics, industrial arts, etc.). In these courses students self-awareness of the world of work will be increased by capitalizing upon the introduction

to career information received at the elementary level. Exploratory experiences in a broad range of occupational categories and levels, will be provided. Students will be provided with opportunities to make comprehensive educational and occupational decisions through activities such as:

1. Engaging in various types of occupational role-playing including practice interviews.
2. Conducting contests relating posters to occupations.
3. Bringing resource persons from the local community into the classroom to discuss their respective jobs.
4. Acting out jobs through playing charades.
5. Writing letters of application, resumes, follow-up letters of appreciation, and letters asking for permission to use someone as a reference.
6. Writing research papers on occupations in which they are interested.
7. Setting up bulletin boards depicting occupations.
8. Relating hobbies to occupational interests.
9. Planning field trips to industries and educational insitiutions.
10. "Hands-on" exploratory experiences in occupations, etc.

Emphasis will be placed on dividing the exploration phase into four major segments. The first will be to explore the world of work through in-depth orientation of individual student interest areas through a variety of highly relevant participatory experiences. A second segment will be to provide students with opportunities for the development and implementation of accurate self-concepts. Another segment will lean toward equipping students with decision-making skills. The final segment will assist students in employment opportunities which may expand their occupational horizons as well as their expectations for finding satisfying occupations.

4. The program will be designed at grade levels 10 through 14 to provide job preparation in a wide variety of occupational areas.

At the high school level students will receive a continuation of exploratory experiences received at the elementary and junior high levels, with additional emphasis being placed on occupational preparation activities. Students will receive assistance in planning for and attaining occupational goals and preferences, either in the form of additional vocational training and/or work experience. While job preparation activities will be funded from sources other than research funds, they will play an important role in the project. Each of the sites selected to be included in the project has a comprehensive vocational complex offering several occupational preparation areas. Students may obtain preparation experiences in these areas as well as on actual job sites.

Mississippi

Each of the selected sites is in one of the State's junior college districts which offer a wide variety of extensive vocational-technical training programs. The vocational programs at the post-secondary level are open-ended and will accept at any level students who can make progress in the occupational training programs. The offerings add an increased dimension to the project and enhance the career-centered concept.

All components of the project will be designed in such a way as to emphasize careful measurement of student outcomes in relation to the treatments attempted and to provide for appropriate program revisions where indicated. Specialists from the State Division of Vocational and Technical Education, the State Division of Instruction, Title, I, the Curriculum Coordinating Unit, and Institutional Vocational Teacher Education Departments will work with the personnel in each component of the project to develop assessment techniques and to install procedures for recycling and revising the various treatments which are tried until the desired student outcomes are attained.

Special emphasis shall be placed on the collection of cost information on each component of the project so that transportability can be measured. Accurate documentation will be maintained with regard to exact methods and procedures which are utilized and the associated costs, so as to judge the potential transportability of successful components.

The project will be comprehensive in nature at the grade levels which it operates. The career education activities will cut across all educational experiences of a student at a particular grade level. For example, at the fourth grade level, activities designed to increase the self-awareness and career awareness of each student will be conducted as integral parts of the ongoing studies in the language arts, mathematics, science, social studies, etc. At the junior high level students' ongoing studies are utilized as vehicles for traversing the entire occupational choice process through presentation of occupational information and exploratory experiences. In the high school, occupational choice, exploration, and preparation phases are interwoven into "regular" subject matter areas (English, government, etc.). Even though most occupational preparation activities are funded from other sources (Federal Vocational Funds, State Vocational Funds, State Minimum Foundation Funds, etc.), they are an important component to the success of the project. Preparation will be in broad areas and clusters of occupations which will ideally lead on to more advanced training (post-secondary higher education, etc.) and/or employment.

The project will be implemented on January 1, 1973, and will be completed on June 30, 1974. One selected site will begin operation on January 1, 1973, while the other two selected sites will not begin the project operation until June 1, 1973. Total duration of the project is 18 months. Plans for the project will be utilized by the third-party evaluation group for making their independent assessment of the project's effectiveness.

The evaluation will consist of a thorough study of the process through which the project was inaugurated and conducted. Evaluation will focus upon the extent to which the program had an impact on the three school system's populations. Program evaluation will be continuous and evaluative results will be constantly related to the ongoing program components. Procedures to be utilized in the evaluation effort will be in four major areas:

1. Environmental Data -- which will describe factors affecting the program and student benchmark data.
2. Resource data -- which will describe data on financial resources, facilities equipment, personnel, etc.
3. Process data -- which will describe the actual procedure being employed to meet the stated goals and objectives of the project components.
4. Product data -- which will involve the extent to which the program has brought about changes in the educational system's product -- the student.

The administration of this project will be through the regular established legal channels; that is, the Vocational Division of the State Department of Education at the State level and three local school boards at the local sites.

The State Director of Vocational Education will be responsible, through the Coordinator of Research, Curricula, and Teacher Education, for the administration of this program at the State level. The Coordinator of Research, Curricula, and Teacher Education is J. Harold McMinn. As Coordinator of Research and Curricula, Mr. McMinn has responsibility for leadership and direction in all phases of research and curriculum development. Through the State Project Director, who is based in the section of the State Division of Vocational and Technical Education headed by Mr. McMinn, supervision and coordination of project activities at the State level will be provided. Mr. McMinn holds a master's degree in both vocational education and school administration. He taught vocational agriculture for 15 years, served as Assistant Commissioner of Agriculture for the State of Mississippi for five years, and has been serving as Coordinator of Research, Curricula, and Teacher Education for the past five years. The State Board for Vocational Education will provide a State Project Assistant Director in the person of Mr. James Kenneth Morris. Mr. Morris holds a master's degree in guidance and counseling, and holds certificates at both the secondary and post-secondary levels. He has five years experience as a secondary English and social studies teacher. Mr. Morris has served as Vocational Counseling Coordinator in the Jones County, Mississippi Exemplary Program He has additional experience in the administration of Career Education Programs on the State level. Personnel to be employed by the project at the local sites, including their qualifications and responsibilities, are as follows:

Mississippi

Career Education Coordinators -- (Three each at two sites and four at one site). The Career Education Coordinators will be added to the present staff of each of the three selected school systems included in the project. In each school system one coordinator (two in one system) will work in the awareness level; one will work in the exploration level; and one will work in grades 1-12 and coordinate the entire program. Each of the coordinators will preferably hold a master's degree in education and shall have completed five years experience as a teacher, counselor, or administrator at the grade level with which they will be working. In addition, they shall have received credit for a minimum of six semester or eight quarter hours of guidance prior to implementation of the project. Coordinators serving at the awareness level (generally grades 1-6) shall hold valid endorsements in elementary education. Coordinators serving at the exploration level shall hold valid endorsements in either elementary or secondary education.

The major responsibilities of these teachers will be to assist regular teachers with the instructional program for career education. They will work with both teachers and students at the grade level in which they are serving. The preparation and organization of curriculum materials for use in the instructional program will be a major responsibility of these teachers. These persons will devote 100% of their time to the project as it functions within their respective school systems.

Teacher Aides -- (One teacher aide will be added to the present staff of each of the three participating school systems). Preferably, persons employed as teacher aides will have two or more years of college training. However, minimum requirements for teacher aides will be a high school diploma. The major responsibilities of teacher aides will be to assist the occupational orientation teachers and the regular classroom teachers in the preparation and organization of career education curriculum materials for use in the instructional program. These persons will devote 100% of their time to the project as it functions within the school system. All necessary fiscal control and fund accounting procedures will be maintained to insure proper disbursement of and accounting for the Federal funds allocated to the project as outlined in the Mississippi State Plan, 1973, for the Administration of Vocational Education and/or Federal Guidelines. State and/or local funds are provided in the project for cost sharing in accordance with Section 134 of Part C of Public Law-90-576.

97

STATE AND PROJECT NUMBER: Missouri; V361039L

STATE-LEVEL PROJECT ADMINISTRATOR: Clyde C. Miller
State Dept of Education
PO Box 480
Jefferson City, Missouri 65101

FEDERAL FUNDS PROVIDED
UNDER SECTION 131(a), PART C: $198,244

DURATION: June 1, 1973 to November 31, 1974

SITE INFORMATION:

The State of Missouri will establish its Part C demonstration, testing, and development projects in the school districts of Saint Joseph and Saint Louis. Following is a description of the two school districts which comprise the project site:

Saint Louis Public School District: Two schools will participate in the career education program in the Saint Louis Area, Mullanphy and Farragut. Mullanphy School is in the city's south side. It has a 19 percent middle class white neighborhood. Many small businesses, shops, and service stations are within the vicinity. Of the 6,144 people who lived in the area in 1970, about 22 percent were school age. At present there are 800 students, 24 teachers, a part-time social worker, an assistant principal, and one principal.

The Farragut School is in the north side of the city. The school is near many shops and businesses along Grand and Natural Bridge Avenues. The percentage of Blacks in the neighborhood is 94 percent. The average income of the Farragut families is $7,396. The total population of the Farragut neighborhood is 6911. Of these, 25 percent are school age, and 47 percent are in the wage earner age range of 22 to 64 years.

The Farragut school has 986 students, 31 teachers, a part-time social worker, and assistant principal, and a principal.

DESCRIPTION OF THE PROGRAM:

Elementary School Component: The objective of the K-8 career education pilot project is to design and install a curriculum which will fulfill career information experience, and guidance needs of the children in the project. The curriculum will not be simply added on to the existing curriculum; it will be fused with it in such a way as to shift the focus of learning activities toward developing career awareness, providing experience, and cultivating decision-making skills. The curriculum will be designed with an eye toward economy of adoption and transportability.

Missouri

Guidance and Counseling Component: The Career Education program is heavily involved in counseling, both on the informational level and on the personal level. Many opportunities for undirected explorations are offered. Individual instruction is provided and much attention is paid to student choice, self-determination, and exercise in process of decision-making.

The Saint Joseph School District: This community of 85,000 located in Northwest Missouri is in the center of a large agriculture-business area. Kansas City, a major midwest metropolitan area is located 50 miles to the South of Saint Joseph, and makes available a diversification of occupational opportunities.

The school district of Saint Joseph is comprised of approximately 17,000 students in grades K-12. There are 801 teachers, including 14 counselors in 28 elementary, three middle (7-8) schools, three high schools and one technical school.

DESCRIPTION OF THE PROJECT:

A Curriculum Modification Committee will suggest curriculum content and community resources to be used in developing the Career Awareness Concept. The Citizens Action Council will serve in an advisor capacity to the Curriculum Modification Committee. The program coordinator will conduct an occupational cluster survey of the community.

Elementary Component: The grades K-6 will concentrate on developing self-awareness and favorable attitudes about the personnal social, and commercial significance of work.

Secondary School Component: This component of the project will be comprised of fifteen teachers from grades 9-12. This group shall represent the following areas of the curriculum: English, Math, Social Studies, Science, Business Education, Fine Arts, Home Economics, Industrial Arts, Work Study, Vocational Education Coordinators and Counselors.

During the school year, each committee member will coordinate the implementation of the Career Awareness Concept in his school or subject area. Specific performance objectives will be developed by this committee and will constitute the major portion of the curriculum modification. A demonstration of new material will be available in all schools, and the methods and techniques for using it will also be included.

Guidance and Counseling Component: A systematic assessment of career awareness of the students enrolled in the schools will be conducted. Career Counseling will assist in increasing student's level of career awareness.

99

STATE AND PROJECT NUMBER: Montana; V361047L

STATE-LEVEL PROJECT ADMINISTRATOR: Benjamin Ulmer
State Dept of Public Instruction
State Capitol
Helena, Montana 59601

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $33,702

DURATION: June 15, 1973 - December 15, 1974

SITE INFORMATION:

Montana Part C demonstration, research and development site is in the rural school districts of Cascade County of Montana. Cascade County has a population of 74,000 and is centrally located in the state. Following is a description of the project site.

Cascade County School District: The county seat of Cascade County is in the city of Great Falls, which has a population of 70,000. The county is typical of many areas in Montana in that it has a large population center immediately surrounded by small rural centers. Employment in the county is provided by agricultural, commercial establishments, construction, small-manufacturing companies and a smelting operating by the Anaconda Company.

The county has a wide variety of educational programs ranging from a one-room rural to two large public high schools, a post-secondary vocational-technical center and a small private college.

Cascade County has 15 rural elementary school districts with a total enrollment of 1,366 students. The elementary school districts that are involved and their enrollment are: Cascade School - 253 students; Centerville School - 179; Armington - 32; Monarch School - 15; Belt School - 247; Neihart School - 17; Simms School - 84; Calvert School - 4; Portage School - 5; Vaughn School - 160; Fort Shaw School - 140; Ulm School - 107; Deep Creek School - 2; Mountain Valley School - 4; Sun River Elementary and Crowe School - 117. Great Falls Vocational-Technical Center - 1538 full-time and adult education students. Great Falls public senior high schools - 3600 students and a faculty and staff of 180 teachers and 10 counselors. Five other high schools in the area will be involved in the project. The schools are comprised of 925 students. The project will involve one teacher and one counselor from each school.

Montana

DESCRIPTION OF PROGRAM:

Elementary School Component: The objective of this program is to establish career awareness programs at the elementary school level that will provide students with a broad range of options in the world of careers. As essential part of this project will be a continuing evaluation and research to insure that proper changes are made to keep it effective as careers and rural student needs fluctuate.

Secondary School Component: In the secondary schools, the project will emphasize the utilization of work experience. Agriculture is expected to be major preference in the rural schools with trades and industry more popular within the Great Falls City. Provisions will be made, however, for necessary transportation of rural students interested in industry and urban students interested in agriculture. Vocational programs in the past have not been based on research, and no curriculum coordination exists. The objective of this project is also to establish programs founded on research of manpower and student needs in Montana, provide students with accurate information regarding these needs and then provide training and placement to fill those needs. A research study will be conducted to insure that proper changes are made to keep the project current as manpower and student needs fluctuate.

Guidance and Counseling Counseling Component: A vocational guidance program will be designed to acquaint students with career opportunities that are available. Training and workshops will be provided for school district personnel so that they may supplement their existing guidance programs.

STATE AND PROJECT NUMBER: Nebraska; V361028L

STATE-LEVEL PROJECT ADMINISTRATOR: Glen H. Strain
State Deptment of Education
233 South 10th Street
Lincoln, Nebraska 68508

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $64,247

DURATION: June 1, 1973 - September 30, 1974

SITE INFORMATION:

The location for Nebraska's second Part C demonstration, testing and development site is the local school district of Kimball, in western Nebraska. Following is a description of the project site:

Kimball City School District: Kimball has a proportionate number of middle income families. However, about 13 percent of the families have incomes below the poverty level. The city's economy is dependent mainly on agricultural and a small amount of oil activity.

The local school district in the city of Kimball enrolls about 1323 students in grades K-12. There are two elementary schools with 30 teachers and 622 pupils; one middle school with 18 teachers, one counselor; and 300 pupils; and one high school with 27 teachers, 1 counselor and 401 pupils.

DESCRIPTION OF PROGRAM:

This project will expand, synthesize and evaluate a school based K-adult career education program exemplifying the typical rural school system in Nebraska.

The Kimball public schools propose to implement its school based career education model through the following componenets: (1) structure the elementary school curriculum, grades K-6, around the theme of career opportunities and requirements in the world of work; (2) provide all students, grades 7-9, with hands-on occupational exploration learning experiences; (3) expand the modified cooperative education program, grades 11-12; (4) develop a continuous progress multi-sensory instructional model skills; (5) develop a comprehensive occupational guidance, counseling, and placement service, grade K-adult all in-and-out of school citizens of the community, and (6) carry on a continuous inservice education program for school staff and people of the community.

Nebraska

The scope of the project is outlined in each of the components below:

Elementary School Component: Elementary teachers, grade K-6 will assemble career information and develop integrated curriculum packages which will be injected into the elementary school curriculum. An orientation program for developing career awareness of all elementary teachers will be developed followed by summer workshops for these teachers where they will assemble and develop the career information curriculum packages.

Exploration Experiences Component: An intensive search will be made to discover the most relevant occupational exploration curricula available. All teachers concerned with the teaching of occupational exploration will participate in orientation sessions and summer workshops to increase their understanding in the program and organize instructional materials for use during the school year.

Cooperative Education Component: The inter-disciplinary cooperative education program will be expanded to include both in-school students and dropouts. Emphasis will be placed on providing part-time and summer jobs related to the occupation for which the student is preparing and placing highly prone dropout students on career realted jobs.

Intensive Job Training Component: The intensive job entry skill training portion of the career education model will be organized around economically feasible and realistic "in-house" occupational clusters for a rural school system. This intensive job training component of the model will be available to youths and adults during the regular school hours, after school and evening, and during the summer months. Occupational education instructors will participate in continuous professional growth experiences through summer workshops which will have as their specific objective that of organizing instruction for delivery to learners on a continuous progress multisensory model.

Guidance and Counseling Component: The school which comprise the project site have two counselors. Counselors will be oriented to an emphasis on the responsibility of the school to place each youngster in a job, post-secondary occupational program, or in a baccalaureate program. During the school year the counselors will carry on a complete and articulated model program of guidance and counseling at all grade levels. As an extension to the guidance and counseling component, a placement service will be established in the community for in-school students and adults. The guidance person will work in cooperation with the cooperative education coordinators, the vocational teachers, and the employment security agency.

STATE AND PROJECT NUMBER: Nevada; V361009L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. R. Courtney Riley
Project Director
State Department of Education
Educational Services Division
Carson City, Nevada 89701

FEDERAL FUNDS PROVIDED
UNDER SECTION 131(a), PART C: $16,207

DURATION: May 1, 1973 - October 31, 1974

SITE INFORMATION:

Nevada will establish its Part C demonstration, testing, and development site in the City of Elko of the Elko County School District.

DESCRIPTION OF THE SITE:

The Elko County School District is a rural district with a population of 24,000 persons in an area covering 17,000 square miles. Ranching, tourism and stone mining account for the county's major industry. Approximately 4,000 students are enrolled in the Elko County School District in grades K-12. Minority groups, as identified by the annual Civil Rights Survey, compose about 17 percent of the students enrolled, the largest portion of which is American Indian. However, for the purposes of the Career Education Project, a complex of three elementray schools in the city of Elko enrolling about 1,450 students has been identified as the project site.

In the Northside Elementary, there are 15 teachers, no counselors, and 4145 students. In the Southside Elementary, there are 19 teachers, no counselors, and 540 students and in the Grammar School #2 there are 16 teachers, no counselors and 420 students.

The Northside attendance area consists of many professional families. The average family income and the education level of the parents is higher than the other two attendance areas of the city. Southside Elementary School is located in the lower socio-economic area of Elko. Many of the trailer courts and most of the low income housing projects are located in the Southside attendance area. There are many broken homes, families on welfare and extensive unemployment. Grammar School #2 is in the center of the city and strikes a medium between the other two schools as to student body make-up. The Elko County School District has taken a strong position of vocational education in grades 9-12 during the past ten years.

Nevada

Guidance and Counseling Component: Of the 13 elementary schools in Elko County School District, three are in the city of Elko, three are in outlying cities, and 7 are isolated rural elementary schools as far as 100 miles from population centers, all with enrollment of less than 50 students. There are no elementray guidance counselors in the district.

There is one junior high school counselor, 3 counselors of outlying schools which are K-12 (Carlin, Wells, Ourthee), and 2 high school counselors in the district, both at Elko High School. In order to establish a strong guidance component in the total career education project in the Elko County School District, a three credit course (Educ. 420-720, The Information Services) will be contracted from the University of Nevada at Reno, General University Extension, the subject of which will be Career Counseling in the Public Schools, and the objectives and content of the course will be approved by the Career Awareness Committee. The course will be available to all counselors in the District and to all elementary teachers and administrators in the District, and it will be offered immediately following the close of the Spring Semester of school, 1973. Further, appropriate Career and Career Awareness Guidance and Counseling materials will be purchased.

STATE AND PROJECT NUMBER: New Hampshire V361023L

STATE-LEVEL PROJECT ADMINISTRATOR:
Dr. Neal D. Andrew
Project Director
State Department of Education
Division of Vocational-
Technical Education
105 Loudon Road
Concord, New Hampshire 03301

FEDERAL FUND PROVIDED UNDER SECTION 131(a) Part C: $31,941.00

DURATION: June 15, 1973-February 15, 1975

SITE INFORMATION:

New Hampshire will establish its Part C demonstration, testing and development site in the local school district of Somersworth.

DESCRIPTION OF THE SITE:

Somersworth is located in the southeastern part of New Hampshire, within easy access of cultural centers, Metropolitan Boston, and mountain and seashore recreation. Community progress is evident through a sweeping urban renewal program for business, housing, and cultural facilities. Growing recreational programs enhance community spirit. Growth in the community has been continuous. The 1970 census reports the population of Somersworth at 10,000 of which 2,101 are enrolled in public schools.

Most of the working population in Somersworth is employed in one of the many manufacturing industries located in the region; however, labor projections indicate a leveling off trend for production occupations and or increase in personal and industrial service occupations during the next five year period creating a need for greater diversification of occupational training opportunities. Both for those in school and out of school.

Economic conditions for a majority of the families in Somersworth fall below the State average and lack of family income restricts the graduating students' opportunities for post-secondary education. More restrictive than financial considerations for self-improvement and professional training is the attitude of many parents. The vision of both parents and students is often influenced by the fact that both parents work in low-level ability occupations and have never attended

college and in many cases never completed high school. The unemployment rate is 4.2% today, but rises to 5.7% with seasonal lay-offs.

One hundred fourteen students out of a graduating class of one hundred sixty-seven (68%) in 1972 directly entered the world of work and didn't pursue any additional occupational training. The drop-out rate for the class of 1972 was eighteen precent (23 out of 128). The Somersworth School district enrolls 2,101 pupils in Grades 1-12 and houses them in two early childhood project schools, one middle school Annex, one middle school and one high school. All public schools in the district plus the Somersworth Catholic Consolidated School and the Rollinsford Grade School, both feeder schools to the middle and high school have indicated a desire to participate in the career education planning activities. The four private kindergardens and the Community Head Start Program will be included in many of the planning activities.

SCHOOL PROJECT SITE:

The Chandler/Hilltop School has 522 students, 22 teachers, 3 specialists, 1 administrator, and 2 teacher aides. In the Catholic Consolidated School there are 472 students, 14 teachers, no specialists, 2 administrators, 1 teacher aide. The Rollinsford School has 268 students, 14 teachers, 2 specialists, 1 administrator, no teacher aides. The Middle Annex School has 275 students, 13 teachers, no specialists, 1 administrator, and 1 teacher aide. The Middle School has 435 students, 21 teachers, 2 specialists, 1 administrator, and 2 teacher aides. Lastly, the high school has 849 students, 11 teachers, 5 specialists, 3 administrators, and 1 teacher aide.

FOCUS ON THE PROJECT:

The Somersworth School District is committed to individualized instruction. In support of each student, environments are being developed which foster maximum student learning by capitalizing on the unique make up of each student, his aptitudes, interests and abilities.

The goals of Career Education are consistent with the goals of individualized instruction and therefore support the continued development four school programs. Evidence of the commitment to individualized instruction and its continued development is outlined below.

107

New Hampshire

In the 1967-68 school year the high school became "structured free" enabling students to plan and decide for themselves what to do with the time that had been previously spent in quiet study halls. In addition to allowing the students to make their own decisions it also helped students with probelms, or those seeking further assitance, to find a ready staff and resource center specifically tailored to fill each discipline.

In 1968 an individualized instruction program was started in the Early Childhood Program (Grades 1-4). This humane and developmental program of individualized instruction is characterized by a system of curriculum by objectives and continuous progress through an objective record keepint system. The same individualized instruction concept has been expanded into the middle school years and into the dual enrollment arrangement with the Somersworth Catholic School.

In 1970 completion of an open design middle school enabled the school system to greatly expand the types and variety of offerings it could provide to our seventh and eigth grade students. Independent study, large and small group instruction team teaching are resource centered learning, allows the school to provide the type of instruction needed dependent upon the needs of each student.

In 1971 the Peer Instruction Project was started. Peer Instructors, teaching under the supervision of a master teacher became motivated to learn more about the subject they teach so that they ultimately function better in their own school work. The Peer Instructor's teaching skill strengthens the concept of differentiated staffing, lower teacher-student ratios, and enhances the younger children's learning by increasing individualization and providing high school models to emulate and trust.

In 1971 Somersworth was selected as an area vocational center, thus providing the incentive needed to form expansion fo our vocational offerings from three occupations to nine in 1972. To date the limiting factor in vocational expansion has been space availability and the recent affirmative vote by a Joint Building Committee for new vocational space will allow this progress to continue.

With sixty-eight percent of our graduating students not furthering their education the need for total occupational education, including both specific skill training and relevant related instruction, is paramount. With the goal of providing all our young people preparation for an economically productive adult role, the development of requisite skills and attitudes for successful employment is an educational task that the school must now pursue.

This proposal provides a vehicle for accomplishment of this goal by developing favorable career education attitudes in the school staff and

general population of Somersworth, by including job awareness activities in the early childhood curriculum by objectives, including occupational exploration activities and opportumities for decision making in our open concept middle school, by including vocational exploration oportunities in the ninth and tenth grades, by expanding the vocational offerings available to juniors and seniors, by a complete revision of the content of the "academics" for terminal students, by providing alternate means of education for those whose handicap or disadvantage restricts them from normal progress, by expansion of student services and the inclusion of a job placement service for all exiting students.

NATURE OF PROJECT:

Career education is not a separate entity, but an integral part of the total educational system. In order for a student to develop knowledgeable decision-making skills he must become involved in career awareness, career exploration, and job preparation activities. Continuous occupational guidance and placement for the student whenever he leaves the school system is a responsibility of the school that must be emphasized.

The Somersworth School District will develop a plan for Grades K-12 career education system, whose primary purpose will be to revitalize public education by restructuring the curriculum and education program around a career development theme. The program will involve extensive community, industrial and business relationships, make widespread use of cooperative education, and stress placement of every departing student in either a job or future education.

Planning and development of a career education curriculum will be accomplished by teams of staff memebers from each participating school working under the direction of a project coordinator. All schools in the Somersworth school system will be included in the planning and implementation stages of program development. The number of staff members on a team will vary from school to school, but in no case will the representation be less than one third of the total school staff.

The project coordinator will be responsible for the development of a total plan for a career education program as well as overseeing the progress of the planning teams. The teams will devote the majority of their effort on the application of career education as it relates to the age or grade level of students enrolled in their particular school.

Planning activities will take place under a variety of time schedules depending upon the availability of staff members. Afternoon-dinner-evening workshops, early morning workshops, release time workshops, and Saturday and vacation workshops are examples of some of the time periods when planning activities will be accomplished.

New Hampshire

The final result of the planning will be a printed plan of action that will enable the Somersworth School District to implement a career education program tailored to fit the needs of our students yet flexible enough to respond to technological changes in our nation's economy in terms of providing qualified manpower in new and emerging occupations.

The development of this new career education will require extensive and coordinated actions at each grade level. Special emphasis will have to be given to curriculum development, in-service training and internal management, staffing, coordination with parents community, employers and other inter-operations within the local school district.

All components of the project will be designed in such a way as to emphasize careful measurement of teacher and student outcomes in relation to the treatments attempted and to provide for appropriate program revisions where indicated. Specialists from the State Research Coordinating Unit (RCU) will work with the personnel in each phase of the project to develop assessment techniques and to install procedures for revising the various treatments which are tried until the desired student outcomes are attained.

At all grade levels the project will be comprehensive in nature. That is, the project activities will cut across all educational experiences of a student at a particular grade level. For example, at the fourth grade level activities assigned to increase the self-awareness and career awareness of each student will be conducted as integral parts of the ongoing studies in the language arts, math, science and social studies.

Included also are the goals and objectives needed to be accomplished in order that the staff will be adequately prepared to implement career education activities. The numbering system is for convenience and cross-reference only and doesn't relate to the value of the goal. Each goal and objective is important and successful completion of every objective is required if the entire program is to succeed.

A six-week summer school for Grades 1-12 will be conducted by the planning team members so that they may have an opportunity to try some of their curriculum changes prior to the start of the 1973-74 school year.

STATE AND PROJECT NUMBER: New Jersey V361003L

STATE-LEVEL PROJECT ADMINISTRATOR: Stephen Poliacik
State Department of Education
P.O. Box 2019
222 West State Street
Trenton, New Jersey

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $230,004

DURATION: June 1, 1973-December 30, 1974

SITE INFORMATION:

New Jersey will implement its career education project in a total school district, which includes college in-service and pre-service offerings. Following is a description of the school district which comprise the project site:

Vineland School District: Vineland has the greatest area in the State of New Jersey with 69.5 square miles. The city's population of 45,898 is growing rapidly. There are three major industries in the city of Vineland - Clothing manufacturing, glass production, and food processing. Except for the glass industry and smaller commercial ventures employment is often seasonal. Historically, Vineland has been a haven for politically oppressed or economically deprived people from other areas of the world. As a result, the population has large segments of non-natives from Central Europe.

In recent years there has been a big influx of citizens from Puerto Rico, in Puerto Rican sections of New York, and Northern New Jersey. Of the Spanish population 91.6 percent of the head of household have less than a high school diploma. The majority of adults (88 percent) received their education in Puerto Rico, which creates a problem for them in terms of helping their children.

Participants in the program will include students in elementary through senior high school as follows: 22 elementary-senior high with 232 teachers, 18 aides, 2 counselors and 6627 students; 2 middle school (7-9), 121 teachers; 9 counselors, and 2580 students; and 1 senior high school with 152 teachers, 8 counselors, and; 2793 students.

DESCRIPTION OF PROJECT:

This proposal is based on New Jersey's experience in designing and developing career education models. Newark represents a model for a high problem urban setting while Woodbridge, emcompassing Carteret,

New Jersey

Edison, Metuchen, and Perth Amboy, provides us with a regional model for career education. The Asbury Park model introduces the computer as an integral part of Career Education. This current allotment will be devoted to the development of still another model, the LEA - College Model.

Project Component: The career education components are those that will expand and/or supplement current programs. To be included is: (1) Instruction at all levels-geared to practical preparation for economic usefulness personal satisfaction, and the establishment of favorable attitudes; (2) Efforts must be made to provide a sequential program from K-12; (3) Field experiences for instructors counselors, and students at all levels; (4) In-school and Co-op programs of work; (5) Special needs students should be included; (6) Social service agencies for help in preparation and elimination of the career program.

A short and long range goal is to reorient college faculty to all types of career potentials within the specialized field. An interdisciplinary course on instructional materials for career education in cooperation with all college departments will be one result of this endeavor.

The program will be divided into four stages:. Elementary State utilizing the "hands-on", multi-media, multi-sensory approach to learning. This K-6 enrichment program provides an educational climate wherein youngsters accept work as a necessary and vital function of human endeavor; Middle school stage will utilize a broad base of occupational awareness for students at the junior or middle school level. The pregram will be exploratory, manipulative and laboratory based; High School State will provide for the County College; The Adult State includes college courses, GED, ABE and enrolls over 1,000 students.

Guidance and Counseling: This phase of the program is to provide students counseling including assessment of career interests and abilities, exploring possibilities of placement in continuing education and training.

STATE AND PROJECT NUMBER: New Mexico; V361016L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. James B. West
Project Director
State Department of Education
Education Building
Santa Fe, New Mexico 87501

FEDERAL FUNDS PROVIDED
UNDER SECTION 131(a), PART C: $53,005

DURATION: June 6, 1973 - November 31, 1974

SITE INFORMATION:

According to the 1970 census, New Mexico's population growth during the 1960-70 decade lagged far behind the national average. It increased 6.8 percent (951,000 to 1,016,000). The State's population was 1,030,000 in 1971, an increase of 1.4 percent since the 1970 census. Young people continue to be a major part of the State population. Forty-seven percent of the population was under 22 years old. The large youth population is a major component of the work force.

Urban population increased about 75,000 between 1960 and 1970, becoming 68.9 percent of the total States 1970 population, compared to 65.9 percent in 1960. New Mexico's racial composition was 90.1 percent White, 7.2 percent Indian, 1.9 Negro, 8 percent other. The White category includes Spanish-surnamed individuals, estimated at about 30 percent of the total population. The major change since 1960 was a 29 percent increase in Indian population. The civilian work force increased 13.3 percent between 1960 and 1970. Presently it totals approximately 400,000 persons. Industries employing the greatest number of workers are government, services and trade.

DESCRIPTIVE INFORMATION:

The State has the largest proportion of minority children within its public schools of any state in the nation. In the school year of 1972-73, minority children account for just over 50 percent of all children: 40.8 percent are Spanish surname, 7.5 percent are Indian, and 2.2 percent are Negro. In 36 of the 89 districts, over 50 percent of all students have Spanish surnames, in seven districts over 40 percent of all students are Indian. New Mexico has a total student enrollment of 279,265 in 620 schools: Elementary 417, Junior High 92, and Senior High 111. There are 12,086 teachers and 410 counselors.

During Fiscal Year 1972, Vocational Education enrollments rose 8.39 percent, an increase of 4,413 over Fiscal Year 1971 for a reported

enrollment of 57,018 vocational students: 44,718 secondary, 5,099 postsecondary, and 7,501 adult. The elementary enrollment was 5,607 and exemplary programs had an enrollment of 7,535. There were 986 vocational teachers: 530 secondary, 223 postsecondary and 228 adult.

THE FOCUS OF THE PROJECTS:

The main focus of this project is to gather, collate, and disseminate the results of the 14 R&D projects. Each of these project have focused on establishing a meaningful, comprehensive, well-developed career education program, with a strong guidance emphasis. In addition, the projects have focused on components 1-4. The scope of work which has been undertaken under each of these component follows:

K-12 Project :

Taos National Exemplary Pilot Project has programs in all classes in the elementary schools, group guidance sessions in all secondary classes, special elective classes in the junior and senior high schools, and an introductory fusion to all classes in the junior and senior high schools. The project has set up work-study classes and a complete graduate placement services.

The reason for site selection; ethnic composition is 82% Spanish surname, 4% Indian, and 14% other.

Bernalillo Public Schools Tri-Cultural Vocational Exploratory Career and Work Experience Program was initiated to design career education materials for teachers of the Bernalillo Public Schools relevant to the special needs of the students in the Bernalillo Public Schools System.

In the summer of 1972, ten teachers of the system representing all levels, developed teaching units for implementation for the 1972-73 school year.

The reason for the site selection: Tri-Cultural area with a high concentration of Indian population

Carlsbad Career Education Program, K-12, was designed to develop locally produced curriculum materials with special emphasis in the middle grades. The district guidance department serves as the coordinating organization. Priority has been given to the inclusion of junior high school staff in the personnel selection.

The reason for site selection: Special emphasis on the middle grades.

New Mexico

Dexter-Hagerman-Lake Arthur project includes kindergarten through grade six. Curriculum guides have been prepared for the dissemination of occupational information. Individual units are being prepared by the classroom teachers.

The reason for the site selection: Small School Systems in close proximity.

JUNIOR HIGH PROJECTS:

Espanola Pre-Vocational Guidance Program involved 120 students in Grades 8 and 9 taking an introductory course in Career Education and receiving work experience in the business community. The school district continues to develop materials for curriculum revision.

The reason for the site selection: 90% Spanish.

Jemer Valley Junior High project has restructured the educational program at the seventh and eight grade levels to emphasize Career Goal Orientation. The first objective has been to focus on career awareness in two junior high school grades. Through experience with a variety of career clusters each student will gain information on which to base future career decisions.

The reason for the site selection: Majority of Indian population.

SENIOR HIGH PROJECTS:

Cloudcraft-Weed Project involved 152 students in Grades 11 and 12 taking an introduction to careers course and receiving work experience in the community. One hundred juniors and seniors received career guidance in small group sessions.

The reason for the site selection: Small mountain community.

Hobbs Video-Tape Counseling Project involves counseling by means of multi-media laboratory exposures. A counselor spends one half time collecting materials and preparing tapes for presentation of student groups.

The reason for the site selection: Video-tape materials development.

Handicapped Pre-Vocational Supplemental Training was funded to develop curriculum guide for mental retardees. Hagerman schools have been involved in a cooperative effort with Villa Solano School for Mental Retarded. The project has 45 students.

New Mexico

Albuquerque Career Education Project, K-12, has forty individual projects developing classroom level materials and techniques for career education. Three elementary schools, a junior high school and a high school are developing curriculum materials and testing when in a project designed to provide for continuous educational development from grades K-12.

The reason for the site selection: The three elementary schools feed students to the junior high school which in turn will feed the high school, thus students will be exposed to a coordinated program as they progress through the grades.

ELEMENTARY PROJECTS:

Portales Career Education Project established one pilot grade within each elementary school in the system. The purpose was to involve each elementary principal and to make available to all teachers in each building a project classroom for observation purposes.

The reason for the site selection: high concentration of Anglos.

Estancia Municipal Schools Project was created to focus the learner's attention on those behaviors and processes normally involved in the every day life of people at work. The learner's attention has been focused on making rational decisions an executing these decisions effectively.

The reason for the site selection: A small rural school system.

Albuquerque Career Awareness Program was implemented into the sixth grade of the Public Schools in September of 1970 on a vounteer basis. In the school year, 1971-72, all 78 elementary schools in the system presented the programs to 7,500 6th grade students involving 250 teachers.

The reason for the site selection: High concentration of elementary schools in a small geographical area.

Ruidoso Project was designed to develop Career Education curriculum materials for implementation into Grades K-6. The project is tied to the Instructional Development Institute administered by Ted Sanders of the Department of Education. The Institute will use Career Education as the problem for a systems approach to problem solving and curriculum development.

The reason for the site selection: Availability of the Instructional Development Institute in Ruidoso.

STATE AND PROJECT NUMBER: New York; V361008L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Gordon M. Ambach
Project Director
State Dept of Education
Albany, New York 12224

FEDERAL FUNDS PROVIDED
UNDER SECTION 131(a), PART C: $570,242

DURATION: June 1, 1973 - December 30, 1974

SITE INFORMATION:

New York will establish its Part C, demonstration, testing, and development site in the cities of Yonkers and Syracuse.

DESCRIPTION OF THE SITE:

The projects are designed to serve as models for their respective emphasized areas and will be transportable to other districts. Each is compatible with the intent and design for occupational and career education by both the Regents of the University of the State of New York and the U.S. Office of Education. Each emphasizes guidance, counseling and developmental activities at the elementary level.

In the elementary grades, the programs are designed to provide the child with his grasp of the world of work and initiate the pursuit to prepare himself to enter the world and be responsive to his society's needs. This continuum is planned so that by age 9 the student will understand the concept of work, appreciate the value of work and the worker and is familiar with a wide variety of kinds and fields of work.

Secondary-Postsecondary Component: Emphasis will be placed on occupational preparation activities. Students will receive assistance in planning for and attaining occupational goals and preference, either in the form of additional vocational training or work experience. Job preparation activities will be funded from sources other than research funds. Each of the sites selected in the project has a comprehensive vocational complex offering serveral occupational preparation areas.

Each of the sites selected is in one of the State's junior college districts which offer a wide variety of vocational-technical training programs. The vocational programs at the post-secondary level are open-ended and will accept at any level students who can make progress in the occupational training programs.

New York

Guidance and Counseling Component: A guidance counselor will be employed who has served a vocational counselor and has had additional experience in the administration of Career Education programs on the State level.

Each project will be designed in such a way as to emphasize careful measurement of student outcomes in relation to the treatments attempted and to provide for appropriate program revisions where indicated. Specialists from the New York State Education Department, Bureau of Occupational Education Research, will work with the personnel at each project site to develop assessment techniques, and to install procedures for recycling and revising the various approaches until the desired student outcomes are attained.

Accurate documentation will be maintained with regard to exact methods and procedures which are utilized and the associated costs, so as to yield data essential to judging the potential transportability of successful components. The projects will be comprehensive in nature and encompass all educational experiences of the students within the grade levels served.

118

STATE AND PROJECT NUMBER: North Carolina V361058L

STATE LEVEL PROJECT ADMINISTRATOR: Charles J. Law Jr.
Project Director
State Department of Education
Raleigh, North Carolina 27602

FEDERAL FUNDS PROVIDED UNDER SECTION 131 (a) PART C: $271,468.00

DURATION: June 1, 1973 - August 31, 1974

SITE INFORMATION :

North Carolina will allocate its funds to extend and to develop further the comprehensive career education project in Caldwell County which was funded January 6, 1972, from FY 1972 funds authorized by P.L. 90-576, Title I, Part C, Section 131 (a) (Grant No. OEC-0-72-0747) Project No. V261016L). The title of this continuation project is The Demonstration, Evaluation, and Diffusion of a Model for a Comprehensive K-14 Career Education Program in North Carolina. The project will be conducted through a consortium composed of the Caldwell County Schools, the Lenoir City Schools, and the Caldwell Community College and Technical Institute.

DESCRIPTION OF THE SITE:

Caldwell County has a population of 56,699, consisting of 17,525 classified as urban and 38,174 as rural. The County has a daily commuting pattern of approximately 1,600 incoming workers and 420 outgoing workers. Approximately 36.5 percent of the County's population is under 20 years of age and 6.5 percent of the population is non-white.

The County's labor force numbers approximately 23,000 persons. The County's unemployment rate is only 2.1 percent or 460 individuals. Manunfacturing consititutes over one-half (58.5%) of the total employment, of which furniture comprises 61.1 percent and textiles 21.0 percent. Of the total employed, 41.5 percent is in non-manufacturing categories. Caldwell County is primarily dependent upon furniture and textile industries for its economic well being.

The public elementary and secondary school systems consist of Caldwell County Schools with 14 elementary schools and a 1970-71 enrollment of 8921 pupils and four high schools with an enrollment of 3390 pupils; Lenoir City Schools consisting of four elementary schools iwht an enrollment of 924 pupils, one junior high school with an enrollment of 425 students, and one high school with an enrollment of 460. According to Fall 1970 enrollment figures, there is a total of 15,519 K-12 pupils

opportunities to explore and understand the value and dignity of all types of work and to develop an awareness of the skills, knowledge, and attitudes that are necessary for success.

A comprehensive guidance program which is an integral part of the total educational program involving all school personnel but coordinated by a guidance specialist will be provided. Students individually and in groups will be given assistance by both teachers and guidance personnel in appraising their interests, abilities, needs and desires as they make educational plans and explore career possibilities.

The exploration of basic skills will introduce students to such things as the world of industry, technology, domestics, business, agriculture, etc., and guide them in terms of career or avocational interests and abilities. Students will further be introduced to the world of work by the exploration of basic skills in the fifteen cluster areas. Increased emphasis will be placed upon making available to students experience activities that require planning, pattern-making, blueprint reading, budgeting, and construction. Increased opportunities to use hand tools, power equipment, business machines, and household appliances will be continued. Emphasis will be placed upon relating laboratory activities to occupational possibilities.

This component of the project will be designed to accomplish the following objectives:

1. Provide students with opportunities and assistance for appraisal of their individual abilities, potentials, interests, desires, and needs.
2. Provide students with laboratory and classroom experiences and activities which correlate occupational information with all subject areas through the joint efforts of academic and career exploration teachers.
3. Provide learning experiences which should assist students in identifying occupational opportunities (locally, statewide, and nationally) as well as exploring occupations and trends relative to the mobile labor force.
4. Provide students with opportunities to nurture creativity and develop technical problem-solving skills related to materials, tools, machines, and processes.
5. Provide students with opportunities to study the agricultural, economic and industrial system by which goods and services are produced and distributed.
6. Provide students with assistance in developing desirable attitudes toward work and in recognizing the dignity of every occupation.
7. Provide students with opportunities to experience success and to develop personal pride.
8. Provide students with opportunities to experience activities in which they learn to accept responsibilities and to make decisions.

120

9. Provide students with opportunities to experience activities which familiarize them with occupational education opportunities at the high school and post-high school levels.

D. CAREER PREPARATION (GRADES 10-12)

At grades ten, eleven, and twelve, the emphasis on incorporating occupational relevance into other subject matter areas will continue. Intensive guidance and counseling will attempt to facilitate the development of each student commensurate with his career objective -- i.e., entry into the job market, preparation for post-secondary occupational programs, or preparation for a four-year college. The project will pay special attention to developing adequate "pre-technical" preparation for students at this grade level. Placement services for those students desiring immediate employment will be provided through an expanded guidance and placement service. Emphasis will be placed on developing all occupational programs on a cluster basis to the extent possible.

The high schools will cooperate with the community college evening school program to serve youth with special needs who have not benefited significantly from the traditional high school program to enable them to adjust effectively to career opportunities in the community. It will provide the standard high school equivalency program and will stress career education, vocational counseling and job placement. The major purpose of the evening school program will be to attack the school dropout problem. Dropouts and potential dropouts will be recruited for this program. Special supportive services will be provided to meet the special needs of such students.

The objectives of the project at this grade level are:

1. To improve student performance in basic subject areas by making the subject more meaningful through the emphasis on occupations.
2. To provide intensive guidance and counseling services to assist students in selecting an occupational specialty for the eleventh and twelth grades.
3. To insure placement of all students leaving school in either a job, a post-secondary occupational program or a four-year college program.
4. To compile adequate evaluative and followup data on students in order to provide input into curriculum revision.
5. To provide students with intensive preparation in a selected cluster area, or in a specific occupation, in preparation for a job entry and/or further education.
6. To provide students with opportunities to nurture creativity and develop technical problem-solving skills related to materials, tools, machines and processes in self-determined career areas.

F. CAREER GUIDANCE AND COUNSELING (GRADES K-COMMUNITY COLLEGE)

The career guidance and counseling component will be the key interlinking feature of the entire project. It will be the most comprehensive of all the components, and will serve to unify the other six. This component will take advantage of the existing personnel and facilities as well as putting strong emphasis of the component will be the continuing reorientation of the instructional staff and exisiting counseling personnel through inservice education and on-the-job experience to assist students as they seek information, explore and make decisions relative to careers. Additional guidance personnel will be employed to provide specialized services within each component. The goal of this component shall be to make career counseling services available at any time that they are needed by students. Considerable attention will be given to strengthening elementary guidance which has been traditionally weak in North Carolina. Furthermore, specialists will be employed to select, acquire, catalog, and make available to students a wide variety of guidance information and materials.

G. CAREER INFORMATION, PLACEMENT AND FOLLOW-UP SERVICES (GRADES 9-14)

The prior conponents of career awareness, information, exploration, preparation, specialization, and guidance and counseling could be considered to be of little or no value if the student were not able to be placed in a job within his career interest or in another educational program. This project will not allow the students' prior experiences to be reduced in value by allowing job or further education placement to be a happenstance. This component will be developed to insure the placement of all students (graduates or early leavers) in jobs, post-secondary occupational education programs, or baccalaureate programs. This service will be provided in the senior high schools and the community college. The services will be a cooperative venture between career counselors, occupational education instructors, cooperative education coordinators, and the local employment security office in placing students available for full-time employment, those available for part-time work while continuing their education, and those desiring work during vacation periods. A current file of available part-time and full-time job opportunities will be established and maintained for use by existing students. Close contact will be maintained with existing students to ensure successful job placement.

Another responsibility of this component will be to test and refine a system for obtaining information which is necessary for continuous career education planning, continuous improvement of curricular objectives and design, and increased effectiveness of career guidance and counseling. A salient feature of this component will deal with the problem of enabling the senior high schools and the community college cooperatively to collect local level manpower information in order to reduce the gap among the availability of jobs, content of career education

The emphasis of program activities at this level also need to change somewhat and become more action oriented. The same type of media used in the early elementary grades will be continued, but in addition, life career gaming and work simulation techniques will be added. The techniques provide the opportunity to take advantage of the increased action orientation by having the students participate by doing. Role-playing activities which focus on work situations and the behavior of workers and work groups will be encouraged. For example, the school itself could be used as a work setting. The typical duties students perform in the classroom, the principals office, and around the school grounds could be organized to provide work experiences. Such experiences, when coupled with group guidance designed to help these students understand and appreciate what it means to work, would add to their ability to conceptualize and generalize work world phenomena.

Opportunities will be made available to students to experience activities that require planning, designing, blueprint reading, budgeting, and constructing. Opportunities to use hand tools, power equipment, business machines, and household appliances will be provided. Within this component strong emphasis will be placed on providing information relating to education and occupations. Students will explore educational requirements for a variety of occupations.

The specific objectives of this component are:

1. To provide information about careers through oral communication, reading, writing, listening, and observing.
2. To provide many "on the spot" experiences through which children can observe different forms of work.
3. To provide experiences which emphasize both advantages and disvantages of various types of work.
4. To provide experiences which will facilitate the growth and development of a positive self-image for every child.
5. To provide experiences which will lead the child to a broader understanding of himself as a person.
6. To provide experiences which will lead the child to a broader understanding of others (peers, adults and parents,etc.).
7. To provide experiences which involve decision making skills.
8. To provide experiences which will facilitate the growth of self-discipline and personal responsibility.
9. To provide experiences in problem solving.

CAREER EXPLORATION (GRADES 7-9)

In the career exploration component, teachers will correlate occupational information and opportunities with each subject being taught. They will integrate this information into regular classroom work by providing appropriate laboratory experiences, classroom demonstration, and by inviting community resource persons into the school. Students will be provided

7. To provide adequate supportive services and special programs to assure each student achievement of his career on educational goal.

E. CAREER SPECIALIZATION (COMMUNITY COLLEGE, GRADES 13-14)

A major effort will be made in this area to improve the articulation between the secondary schools and the community college. Joint planning and programming will be conducted to facilitate the orderly movement of students from secondary to post-secondary programs designed for career specialization. A strong emphasis will be given to career choice guidance to all students in the community college -- college transfer students as well as vocational-technical students. The focus of this program shall be to identify potential dropouts, to give appropriate career counseling necessary for continued progress in one's chosen field, to change one's curriculum to acquiring needed remedial help, to reorder career goals or to provide any other counseling assistance needed to assure successful progress toward realistic career goals.

There will also be increased involvement of the community college in the evening school program. This would become an integral part of the institution's basic adult and high school education program and would provide increased emphasis on recruiting adults for high school equivalency and career education training.

This component of the project is designed to accomplish the following objectives:

1. To provide for appropriate, specialized courses and curriculums which are well articulated with those of the senior high school and which will prepare the graduates and early leavers for entry into a career (Models for articulated occupational education curriculums will be developed which are complimentary, studentcentered, employer endorsed, and effective in preparing students for satisfactory employment; these articulated curriculums will emphasize the utilization of work experience and cooperative education opportunities for all students).
2. To improve the effectiveness of career guidance and counseling services by upgrading the counselor-student ratio.
3. To improve the articulation between the high schools and community college.
4. To increase the self-awareness of each student and his parents and to develop in them favorable attitudes about the personal, social, and economic significance of work.

programs and the preparation of employees needed by business and industry, at the present time and in the foreseeable future.

THE NATURE OF THE PROJECT (PROJECT DESIGN)

The design of the project provides for the development of each component separately. A record of techniques and resources will be kept on each component in order that the output (student outcomes) may be related to the resources and procedures. Student outcomes shall be specified in behavioral terms, and project measures will be taken periodically to determine the success of the delivery system. Changes in activities and procedures based on periodic evaluations will be made to obtain the most effective and transportable component possible. Cost information shall be kept in order that the cost of transportability can be computed.

Since this is a comprehensive K-14 career education project, there will be continuous coordination (and perhaps some overlap) to ensure effective articulation among the components. An essential and extremely valuable "product" of this project will be a comprehensive report entitled "Guidelines for Establishing a Comprehensive Career Education Program in a Local Community." This report will describe the establishment and evaluation of the model which was developed and outline the procedures which would be suggested to any local educational system in order to establish its own comprehensive career education program. Development of the report will be the responsibility of the project director in close consultation with the project administrators. It will be printed and distributed to all elementary and secondary school units, technical institutes, community colleges, and colleges and universities in North Carolina. In addition, copies will be distributed to the staff of the North Carolina Department of Public Education and its head, the North Carolina State Board of Education, as well as the United States Office of Education and other interested agencies and persons. This report will also be used as a basic resource document for use in the inservice program for diffusing the "Career Education Model" which is a vital element of the second phase of the project.

The Caldwell County site will serve as an inservice education center for the diffusion of the "model." The project staff will serve as statewide resource people to assist, when possible, with the implementation of career education programs in elementary and secondary schools and community colleges throughout the State.

PROJECT ADMINISTRATION:

The project will be administered jointly by the State Department of Public Instruction and the State Department of Community Colleges through a State Advisory Committee. The State Advisory Committee shall serve as a board of directors for the project which shall be responsible for

making policies governing the project and for the overall supervision and monitoring of the project.

The State Advisory Committee is composed of six members: State Director of Occupational Education, State Department of Public Instruction; Dean of Degree and Deploma Program, State Department of Community Colleges; Chairman of the Occupational Education Committee; State Board of Education, Superintendent of the Caldwell County Public Schools; Sperintendent of the Lenoir City Public Schools; and President of Caldwell Community College and Technical Institute. This committee is directly responsible to the State Board of Education for the conduct of the project.

The occupational education staff of the State Department of Public Education and the staff of the Occupational Research Unit will serve in supporting roles to the State Advisory Committee and the project director. The occupational education staff will provide technical assistance in developing the career education components, and the Occupational Research Unit will provide assistance in the development of R&D and evaluation aspects of the project.

The three local administrators (two superintendents and one president) on the State Advisory Committee will serve as a local executive committee to advise the project director in making day-to-day decisions. The Project Director for this phase of the project will continue to be Mr. Charles E Waters. The person in the State Department of Public Education who is administratively responsible for the project is Dr. Charles J. Law, Jr., State Director of Occupational Education.

126

in the two systems. Caldwell Community College and Technical Institute, located near the town of Hudson, had a total unduplicated enrollment of 10,398 students during the 1970-71 school year. This institution offers college transfer, technical, and vocational programs plus occupational extension, adult basic and high school education, and general adult course progams.

The project activities will be concentrated in two elementary schools, two junior high schools, two high schools and a community college. A corridor of schools has been selected from both the Caldwell County and the Lenoir City Schools to be included. Each corridor represents a logical combination of all levels of schools (K-12). They were combined to ensure that a student who is enrolled in an elementary school that is included in the project would later move to a high school that was also included in the project.

In the corridor schools of Caldwell County in the Collettsville Elementary School there are 16 teachers and 429 students. In the Gamewell Elementary Schools, grades 6,7,8, there are 12 teachers and 389 students. In the Gamewell-Collettsville High School there are 28 teachers and 588 students.

The corridor schools of Lenoir City Schools in the West Lenior School have 14 teachers and 375 students. In the Lenoir Junior High School, there are 23 teachers and 425 students. In the Lenoir Senior High School there are 26 teachers and 460 students. In the Caldwell County Community College and Technical Institute there are 37 teachers and 900 students.

PROJECT PURPOSE AND ELEMENTS:

It shall be the purpose of this project to continue the developmental work that has begun in FY 1972 to establish a model comprehensive career education program in Caldwell County. The project will emphasize five major elements:

(1) To continue the development of career education activities in each of the career education components.
(2) To field test and evaluate each component and its delivery system for one additional school year.
(3) To serve as a demonstration site where comprehensive career education may be observed.
(4) To serve as an inservice education center for diffusing the career education concept, materials, and its delivery system.
(5) To develop a strategic plan for continuing a comprehensive career education program in Caldwell County after project funds are no longer available.

North Carolina

PROJECT COMPONENTS:

As in the original project, the career education program model includes seven components: (a) career awareness, (b) career information, (c) career exploration, (d) career preparation, (e) career specialization, (f) career guidance and counseling, and (g) career information, placement and follow-up. Each component will be described briefly in the following paragraphs.

A. CAREER AWARENESS (GRADES K-3)

In kindergarten through grade three, learning experiences will be provided which will expand the perceptual base of the individual in all aspects of the world of work. Experiences will be provided, designed to increase students' self-awareness and to develop favorable attitudes about the personal, social and economic significance of work. These experiences will focus on helping individuals find a satisfactory place for themselves in their educational and personal environment from which they can relate to society and to the world of occupations. In grades one, two, and three, the emphasis on home and school environments will be continued and intensified. Attention will be given to workers in the home and school. The realm of occupations in the surrounding community will be explored in increasing detail with attention being given to the variety of occupations and the interrelatedness of these occupations in the world of work. The experiences will focus on the nature of work, who works, where people work, and why people work. A multimedia approach will be used -- literature, visual aids, "hands-on" activities, field trips, and outside speakers from a wide variety of occupations. Special emphasis will be put on developing meaningful "hands-on" learning activities.

Within this component, the objectives of the project are:

1. To develop favorable pupil attitudes about the personal and social significance of work.
2. To develop each pupil's self-awareness.
3. To develop and expand the occupational awareness of the pupils.
4. To create an awareness of the variety of occupations within the communtiy labor force.
5. To create within each student an awareness of the importance of systematic planning for educational and occupational development.

CAREER INFORMATION (GRADES 4-6)

During grades four through six, students will continue the exploration of an ever widening range of occupations and perceptions about work as begun in the earlier grades. Subtle differences in the meanings that people attach to work not previously noted may now be apparent. For example, they may begin to realize some people value asthetical aspects of work while others may emphasize the content of the job itself.

STATE AND PROJECT NUMBER: North Dakota; V361045L

STATE-LEVEL PROJECT ADMINISTRATOR: Carrol E. Burchinal
State of North Dakota
Board for Vocational Education
900 East Boulevard Avenue
Bismark, North Dakota

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $32,237

DURATION: June 15, 1973 to December 15, 1974

SITE INFORMATION:

The Career Education project provided for in this grant shall be conducted in the Minot Public School District Number 1, City of Minot, County of Ward, State of North Dakota. All project work shall be situated in thejunior high schools of this district. Following is a description of the district which comprise the project site:

Minot Public School District: The Minot Community has a population base of approximately 50,000 people. This includes an air force base housing unit of 18,000 people. The area is economically dependent to a large degree on agriculture. The air force causes a heavy transitory school population for the Memorial Junior High School. The Jim Hill and Erik Ramstad Junior High Schools are composed of disadvantaged Students from the target schools of the district. The distance from population concentrations have kept students from having cultural opportunities and there is resultant deprivation with regard to exposure to career possibilities.

The project shall be housed in the three junior high schools of the district: Jim Hill - 595 students; Erik Ramstad Junior High - 602; and Memorial Junior High School - 484 students. The Schools are staffed with 82 teachers and three Counselors. Also included in the project activity will be three elementary counselors.

DESCRIPTION OF PROJECT:

This research and development project will focus on establishing a meaningful, comprehensive, well-developed career education program at the junior high school level designed to provide career orientation and meaningful exploratory experiences for students.

North Dakota

Component Parts and Scope of Activity: The total component and scope of this project shall have an overriding program of guidance and counseling. It shall be a purpose of this project to provide in-service training for counselors. It shall also be the purpose of this project to assist teachers in helping the students to adapt to curriculum change and to become aware of career education.

STATE AND PROJECT NUMBER: Ohio; V361040L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Byrl Shoemaker
Project Director
State Department of Education
612 State Office Building
Columbus, Ohio 43215

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $431,177

DURATION: June 1, 1973 - November 31, 1974

OVERALL PROGRAM DESCRIPTION:

Supported under Section 131(a) of Part C of the Vocational Education Amendents of 1968 the Division of Vocational Education, Department of Education, State of Ohio wishes to utilize their portion of the anticipated Section 131(a) funding in 3 projects - Model Pre-Post-Secondary Education Program for Students in Grades 11 and 12 - Model Statewide Delivery System of Career Education - Career Education K-10 Project in Akron City Sch-ol Syste . Following are the sites together with their particular programs.

Site Information: Model Pre-Postsecondary Education for Students in Grades 11 and 12: The Division of Vocational Education proposes 10 pre-postsecondary education programs in 4 school districts.

The Muskingum Area Joint Vocational School: is housed in 6 buildings on a 72 acre campus, employs 68 teachers and 4 counselors, and enrolls 910 students in grades 11 and 12. The socioeconomic nature of the area is composed of a cross section of population. Only one city is included with considerable rural population. The affluent population is small, the Black population is average, with part of the counties located in the Appalachia region.

The Penta County Joint Vocational School: is housed in three buildings on a 30 acre campus, employs 119 teachers and 4 counselors, and enrolls 1,434 students in grades 11 and 12. The socioeconomic nature of the Penta County Joint Vocational School District is predominantly a working class with a significant number of Mexican-American, small town blacks and rural migratory people.

The Springfield and Clark County Joint Vocational School: is housed in 4 buildings on a 51 acre campus, employes 57 teachers and 5 counselors and enrolls 1,002 students in grades 11 and 12. The socioeconomic nature of the district is covered by people of all levels.

Ohio

The county has one large city. About 18 percent of the people are black and it is largely a rural and small-town of the working class. No model city exists, however, the affluent population is scattered and small.

The Firestone High School, Akron City School District: This district is housed in one building on a 13.7 acre campus, employs 54 teachers and 4 counselors, and enrolls 900 students in grades 11 and 12. The socioceonomic nature of the district is covered by people of all levels. Approximately 15 percent of the people are on welfare, on the other hand, there are some sections of the city populated by affluent citizens.

DESCRIPTION OF THE PROGRAM:

Although the Pre-postsecondary Business Administration, Engineering, Health Occupations and Social Science programs in the project are also focused to increase the self-awareness of each student to develop in each student favorable attitudes about the personal, social and economic significance of work, to assist each student in developing and practicing appropriate career decision-making skills and to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students, it will also insure the placement of all existing students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program. The program will implement a 2 yr. curriculum which will provide 22.5 hours per week of pre- post secondary instruction in the fields of Business Administration, Engineering, Health Occupations and Social Science for high school students in grades 11 and 12 which would be compatible with high school, graduation and possess experiences related to postsecondary education toward achievement of a paraprofessional goal.

Site Information: Model Statewide Delivery System of Career Education: The Division of Vocational Education, Department of Education proposes to administer and supervise a system of career education K-10 in 20 school districts in the State of Ohio to 123,485 students. Number of teachers and counselors includes 4,819 in the 20 districts.

DESCRIPTION OF THE PROGRAM:

Although research and development projects are designed to enable the states to operate development, testing, and demonstration sites for career education programs, the career education program in Ohio is also designed, component I, in general to increase the self-awareness of each student to develop in each student favorable attitudes about the personal, social and economic significance of work, and to assist each student in developing and practicing appropriate career decision

making skills; component two at the elementary school level, to increase the career awareness of students in terms of the broad range of options open to them in the world of work; component 3, at the grade 7-10 level to provide career orientation and meaningful exploratory experiences for students. The major emphasis of this project will be to engage in adaptive curriculum development work for incorporating into the career education sites new techniques and materials emerging from various state and national career education efforts, and to undertake the diffusion of career education components to other selected school districts within the state for a statewide delivery system of career education.

Site Information: Career Education K-10 Project in Akron City School System: The Project will be conducted in the city of Akron, County of Summit, State of Ohio, Congressional District no. 14 which will incorporate 20 school districts.

DESCRIPTION OF THE PROGRAM:

With the advent of education for all youths and the adequate preparation of students for the world of work, it has become necessary to place career education programs in the curriculum if the research and developmental projects for career education in Ohio are designed to enable the state to operate developmental, testing and demonstration sites, there must be a major effort to engage in adaptive curriculum development work for incorporating new techniques and materials emerging from national career education efforts into all school districts. If the programs are to serve all the youths in all the Ohio district by 1980, then it is necessary to move forward as rapidly as possible and to become effective and efficient with programs that contain the necessary and sufficient elements. The objective of this project is to implement projects in career education designed to enable the state to operate developmental, testing and demonstration sites for Career Education K-10 programs, with major emphasis upon incorporating new techniques and materials emerging from various state and national career education efforts into all school districts in Ohio for all youths by 1980.

Guidance and Counseling Components: The importance of the guidance and counseling components in the three phases of the project--Model Delivery System, Akron K-10 Career Development, and Pre-Postsecondary Education Program--is demonstrated as follows:

Model Delivery System: The State staff employed to administer the Career Development Program in Ohio will consist of one or more personnel with guidance and counseling background. In addition, the State staff will consult with personnel in the Division of Guidance and Testing to utilize their expertise in the area of Career Development. Four of the professional staff in the Division of Guidance and Testing are funded 100 percent by the Division of Vocational Education.

Ohio

Akron K-10 Career Development: Mandated counselors in the secondary schools are available in every secondary school in Ohio or the district is penalized heavily with negative funding. In Akron the Director of the Career Development Program is a former guidance counselor and many of his staff members are also guidance certified. Each school's guidance counselors work with students, parents and staff to aid in the success of the program. Much of the counselor's time is devoted to group and individual guidance sessions as well as to various testing programs. The supplemental instructional materials such as filmstrips and cassette recordings that are utilized are often guidance-orientated and will be available to both the teaching staff and the counselor through the Career Development Program.

Pre-Post Secondary Education Program: In the Pre-Post Secondary Program, students will be selected for participation in the program through the recommendations of their guidance counselors. Once involved in the program of their choice, students will meet with their guidance counselors periodically to evaluate the value of the program for the individual. In all participating districts, guidance counselors will continue to work with students relative to personal as well as vocational problems and decisions.

134

STATE AND PROJECT NUMBER: Oklahoma; V361013L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Francis T. Tuttle
Project Director
State of Oklahoma
State Dept of Vo-Tech Education
1515 West 6th Avenue
Stillwater, Oklahoma 74074

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $132,525

DURATION: June 1, 1973 - June 30, 1974

SITE INFORMATION:

Oklahoma will establish its Part C demonstration, testing, and development site in the local school district of Sand Springs, Oklahoma.

DESCRIPTION OF THE SITE:

Sand Spring is an industrial city with a population of approximately 15,000 within the city limits and an additional 20,000 in the area contiguous to the city included in the school district. In addition, Sand Springs, is located to the western perimeter of metropolitan Tulsa. Within this area live more than 300,000 people. The total industrial and business community of the area offers employment ranging from the service trades to complex professional and technical occupations. The population of Sand Springs is predominately middle income. The annual payroll from industries in the city is in excess of $30,000,000. Unemployment is not regarded as a significant problem. Minority classes represent less than 5 percent of the total community make-up. However, the availability of jobs in the area produces an ever changing community structure.

The local school district of Sand Springs enrolls about 5,000 students annually in grades K-12. There are 7 elementary schools, 2 kindergarten centers, 2 junior high schools and 1 senior high school in the system. The school population is so distributed that an almost equal mix is noted in the economic and social make-up of each school's attendance zone. There is less than a 5 percent variance in the low income ratio from school to school in the district. All units except two elementary schools have both black and white ethnic groups attending.

Oklahoma

Elementary School Component: A combination career awareness coordinator and head counselor will continue to coordinate the entire effort at the elementary school level. A committee of teachers representing each grade, K through 6, will work with the career awareness coordinator in making revisions to the curriculum based on their experience with career awareness experiences during this school year. A workshop will be held in August, 1973 for fifty of the elementary teachers who didn't attend the workshop in 1972. Although all teachers have been oriented to refocusing the elementary subjects around the career development theme, the workshop is vital to their use of specific techniques and materials to be used at each grade level. The career awareness coordinator will also work with a committee for each grade level to redefine and revise the measurable objectives which were developed for the 1972-73 school year. Revision of the objectives will be accomplished before the beginning of the 1973-74 school year and will be based both on the evaluation report of the third-party evaluation team and the teachers' own experience.

The elementary school component will be operative as a career education demonstration center during the 1973-74 school year. Site visits by other educators in Oklahoma will be encouraged and documentation of the processes and cost transportability will be available to them.

Junior High Orientation and Exploration Component: The project director will continue to concentrate his efforts in working at the junior high level to redirect programs toward exploration activities. The eighth and nith grade industrial arts programs will offer increasingly expanded programs of exploration. Curriculum materials developed by the Career Education Curriculum Project of the State Department of Vocational and Technical Education Curriculum Center will include nine-week programs in construction, manufacturing, transportation, and business. The grade nine vocational-related programs in agriculture, home economics, and business will be broadened to offer exploratory experience in more fields. The project director and the graduate research assistant will continue to search for curriculum materials and techniques which can be used by all junior high level teachers to expand the orientation and exploration activities to serve all students.

Concentration during the present project has, of necessity, been primarily at the career awareness stage because students have not been made ready for career exploration. Almost all junior high level teachers have been able to revise their curricula to meet that need. It has been difficult to find or develop materials for the junior high (and tenth grade levels) which enhance the student's opportunities for career exploration. Major emphasis during the period of this project will be to initiate career exploration activities in all classes and to document their process and cost transportability.

Guidance and Counseling Component: The Sand Springs Schools emphasize three major activities in the guidance and counseling component during the duration of this proposed project. A model program has been developed and is being tested during the 1972-73 school year. The three activities will relate to further refinement of the model.

The Sixth Report of the National Advisory Council on Vocational Education lists sixteen recommendations for the improvement of counseling and guidance services. Eleven of those recommendations can be implemented, at least in part, by local educational agencies. The project director, counselors, and other local decision-makers will make a formal study of the recommendations and in turn develop recommendations for appropriate action during the 1973-74 school year.

The Guidance Division of the State Department of Education has recently completed the first phase of a project, "A Model Guidance Program to Elicit Quantifiable Results," supported under Part C, 131b, PL 90-576. The project has identified goals, stated measurable objectives and described appropriate activities to achieve the objectives for grades K-12. The guidance staff of Sand Springs will study this document for appropriate revisions to the Sand Springs model during the summer of 1973. Although corrective feedback and revision is a characteristic of the Sand Springs Model, the entire model will be tested again during the 1973-74 school year.

STATE AND PROJECT NUMBER:	Oregon; V361022L
STATE-LEVEL PROJECT ADMINISTRATOR:	Mr. Leonard Kunzman Project Director State Department of Education 942 Lancaster Drive, NE Salem, Oregon 97310
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C:	$91,664
DURATION:	July 1, 1973 - June 6, 1974

SITE INFORMATION:

Oregon will establish its Part C demonstration, testing and development site in the local school district in the city of Portland, Multnomah County, District Number 1, specifically in the subdistrict of Area II of the Portland Public Schools.

DESCRIPTION OF THE SITE:

Portland is Oregon's largest city, with a population of approximately 380,000 people. Minority groups represent approximately 10 percent of that population. Portland has a substantial proportion of middle income families; however, about 14 percent of the families have incomes below the poverty level. This city's economy is diversified, and includes a variety of types of manufacturing, distributing and service occupations.

School District Number One, which contains the whole of the Portland Public Schools, enrolls approximately 75,000 pupils in Kindergarten through 12. This district is served by three community colleges, four major universities and many smaller colleges.

For the purposes of this proposed Career Education project, the subdistrict of Area II has been selected. Area II contains 29 elementary schools serving 13,846 learners in Kindergarten through grade 8; three community schools serving 5,281 learners in grades 9 through 12 from the geographic boundaries of this Area; and two technical high schools serving 2,541 learners in grades 9 through 12 from the entire School District Number One.

Within Area II, one community high school, five elementary schools K-8, one middle school grades 6-8, and five primary schools K-5, enrolling a total of 6,709 learners has been selected as the project site.

Oregon

Focus of the Project: The focus of this demonstration center will be on identification, planning, development and implementation of an articulated career education program in grades K through 10.

Project Concepts:

1. Develop the overall articulation plan and specific details for Kindergarten through grade 10.

2. Identify, design and implement -
   A. Curricular change to place a career emphasis as an integral part of each program.
   B. Counseling and Guidance programs and processes needed for career development and decision making of and by students as they gain information about themselves in relation to their tentative career choices.
   C. Staff Development programs that will enable the staff to develop the skills necessary to implement the planned program for grades K-10.
   D. The use of resources in the community, as identified and coordinated by the Institute for Public Affairs Research.

SITE INFORMATION:

The site includes Marshall High School (9-12); Binnsmead Middle School (6-8); Kelly, Lent, Marysville, Whitman and Woodmere Elementary Schools (K-8); Barlow, Foster, Clark, Bridger and Youngson Primary Schools (K-5). This site will provide 5,802 students with an articulated, sequential career awareness and career exploration experience. Approximately 319 teachers, 16 administrators, and 7 counselors will be involved in the project.

Marshall High School has continued to develop career cluster offerings and now has the total of 476 11th and 12th graders enrolled in approved occupational preparatory programs which meet then hours or more per week. This means that 32 percent of the 11th and 12th grade students are involved in the approved cluster program. This is a growth of 70 percent over the school year 1971-72.

Cluster areas available to Marshall High School students this school year are Industrial Mechanics, Food Services, Cosmetology, General Clerical, Steno/Secretarial, Marketing, Construction, Agriculture, and Day Care, which is part of Social Services.

In an effort to further develop and improve the career cluster program, Marshall and Madison high schools submitted a joint proposal which was funded by Area II. This proposal allowed for the employment of a person during the 1972-73 school year to develop long range plans,

develop the necessary budgets, explore all legal implications and, where necessary, assist in the proposal writting for an expanded cluster program. It is anticipated, at this time, that some facilities will be located outside of the existing school and that students will be transported to these areas. An example of this would be the location of a facility between Marshall and Madison high schools which would provide necessary space for Industrial Mechanics.

A continuing program which is closely related to the exploratory phase of career education is the "P" "M" or "Alternative Education" program. This consists of 60 ninth and tenth grade students who have demonstrated a lack of success in the regular school environment. These students attend classes in the late afternoon and are either employed or working in volunteer service during the school day. The intent of this program is to change behavior on the part of the student so that he will realize the importance of school and be better able to make career cluster choices at grade 11.

During the school year 1971-72 the entire teaching staff at Marshall High School developed school goals as well as individual course goals that include career education as an integral part of the total educational process. This school year the entire staff is committed to an in-service program dealing exclusively with the exploratory phase of career education and the implementation of this program within the classroom.

The six feeder schools and five primary schools are involved in the beginning of a K-6 awareness program. A second edition of "Career Education Idea Book includes classroom activities that will assist the learner in developing an awareness to occupations and the world of work. A "People in Products and Services" (PIPS) Career Awareness Guide developed in the summer of 1972 and cross indexed with the Idea Book is in the classrooms of all teachers at the Kindergarten through sixth grade level. Representative staff members of the six K-8 schools were the authors of both publications. The teams have also a staff development program available to use with school staff members to gain the skills necessary to use the material.

Six feeder schools, Binnsmead, Kelly, Lent, Marysville, Whitman and Woodmere plus Marshall High School are currently involved in a career exploration project grades 7 through 10 (Project Career Exploration 7-10). Each of these schools has established a career education coordinator for grades seven and eight. Each school has implemented five career exploration components: (1) self-understanding through interest inventories, aptitude tests as well as guidance and counseling; (2) the use of field trips into the community to give first hand information about work sites, the dignity of work and the relationship of job requirements to the school curriculum (3) the use of resources including people, books, pamphlets, kits, equipment and new material as means of gaining current information of and about the current

and future employment trends; (4) the use of speakers in the classroom in three models-classroom speakers, assembly speakers and round table discussions, enable the students in depth questions and understanding about specific occupations, clusters of occupations and the requirements for job entry within each of these areas; (5) a final component is that of students maintaining a file folder of their career exploratory experiences. This folder enables the student the means to review his experiences as he makes tentative career choices. These schools are using the Institute for Public Affairs Research as a coordinating agency for locating speakers and field trip or exploration stations. An eighteen member team representing the project schools are meeting monthly to review the ongoing activities and make recommendations for change or inclusion of new ideas and materials.

Guidance Component: Guidance and counseling services are not provided to all students, kindergarten through grade 12. Progress has been made through the Project Career Exploration 7-10 to develop and implement guidance services at grades 7-10. However, the role of the teacher as a guidance person has not been developed for teachers at grades K through six. Additional guidance activities need to be developed at grades 7-10 that will provide alternative methods of providing student guidance. A second deficiency is the continuing lack of articulation of programs, kindergarten through grade 12.

Project Career Exploration 7-10 has enabled major advances to occur in communication about programs at grades 7-10 and has resulted in a better understanding of the problems involved in providing for continuity in programs between the elementary and secondary schools. However, additional effort is needed to continue building this articulation. Project Career Exploration 7-10 enabled the staffs of the project schools to clarify goals at the K-6 level that enable articulation at this level.

Subsequent effort of Area II Career Education in providing for expanding K-6 goals and developing instructional strategies into the People in Products and Services Guide can enable curriculum articulation; however, staff development programs are needed as well as additional curriculum development at this level. The needed program articulation at grades 7-10 to tie the K-6 awareness program to the 11-12 skill trining programs has been started through the efforts of Project Career Exploration 7-10. The first year activities are in the implementation process and appear to be practical and effective. Project Career Exploration 7-10 was able to implement only part of the concepts the planning group identified during 1972.

STATE AND PROJECT NUMBER: Pennsylvania; V361030L

STATE-LEVEL PROJECT ADMINISTRATOR: John W. Struck
State Director of Vocational Ed.
State Dept. of Education
Box 911
Harrisburg, Pennsylvania 17126

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $473,831

DURATION: June 1, 1973 - September 30, 1974

SITE INFORMATION:

Pennsylvania will develop, implement and expand career education activities in four local school systems: Crawford County, Philadelphia, Ebensburg and McKeesport. Economically the sites represent a combination of rural and semi-urban districts in Northwestern Pennsylvania, the largest metropolitan area in the state's southeastern Pennsylvania, a south central industrial-commercial center and a large industrial complex southeast of Pittsburg, Pennsylvania. Following is a descriptive narrative of the sites which will comprise the project:

Crawford County School District: Four school districts in a geographical area encompassing parts of three counties in northwestern Pennsylvania will be used as sites for the Meadville project. The total number of students representing elementary and secondary schools is 3,198. These will be 115 teachers and 7 counselors participating in the project.

The semi-urban portion of the district was at one time the home of the oil industry, but little oil is produced today. The area is faced with the challenge of attracting new industry, and providing trained individuals to meet industrial-commercial needs. Providing necessary training for new jobs is also a concern of the rural area. This district's rural area is typified by small, marginal or unproductive farms. The day of the family enterprise is almost nonexistent. Farmers are seeking new jobs without the advantages of youth, training or skill.

Philadelphia School District: Philadelphia is the fourth largest city in the United States and the largest in the state of Pennsylvania. It has a population of 1,950,000 and is still growing. Minority groups comprise about 34.4 percent of the total population. A large portion of the population comes from families in the upper and middle income levels. It is a city in which 28 percent of the families are below the poverty level. The population is further identified by a wide range of industrial, business, government, service and distributive occupations.

Pennsylvania

The School District of Philadelphia has one of the largest student enrollments in the United States, K-12. Of the 290,000 students enrolled 60 percent are Black. Approximately 75 percent of the students come from families receiving public assistance. There are 733 students in the seventh grade, 753 in the eighth grade and 592 in the ninth grade. The faculty consists of a principal, three vice principals, five counselors, 82 teachers, a nurse and two school-community coordinators. The Sayre Junior High School was selected for project participation because of its commitment to career education.

Ebensburg School District: The Area Vocational-Technical School in Ebensburg serves an attendance area representing five of the twelve school districts in Cambria County. The area is partially industrial and commercial. Many commute to the steel mills, major employers of the area. Coal is also a major industry of the area. The area is comprised of residential, industrial, commercial, mining and agriculture components.

The vocational school will be represented by five public schools, and one private parochial high school. Grade levels serviced will be ten, eleven and twelve. Summary of schools, staff, and students involved in the project: 852 students; 26 teachers; and 16 counselors.

McKeesport Area School District: This District is located on the Monongahela River about 12 miles from Pittsburg. The area is part of the giant industrial complex near the city of Pittsburg. The population of the total school district is about 55,000 and the school enrollment is slightly over 10,000 pupils. The school district is made of five municipalities, and therefore have a diverse population. There are professional people and businessmen to poor white and black people living in the center city. Over 2,000 of the 10,000 students in the school system are classified as being from poverty-level families.

Participating in the project is 16 elementary schools, 205 teachers, 6 counselors, and 5,000 students; one junior high school with 131 teachers, 6 counselors, 21 administrators, and 2,450 students; and one senior high school with 125 teachers, 8 counselors, 4 administrators, and 2,413 students. At the elementary level two counselors will provide guidance and coordination in career education for the 16 elementary schools.

DESCRIPTION OF PROJECT:

Each of the projects will emphasize the development, implementation and expansion of meaningful career education activities utilizing appropriate personnel and advisory committees. A breakdown of the exact focus of each project follows.

Elementary School Component: This project will focus on the elementary component of career education. It will concentrate on the continuation, expansion and diffusion of a model computer resource, career oriented curriculum at the K-6 level. The curriculum will continue to

be developed around occupational clusters by teams comprised of teachers and guidance counselors with input from consultants and an advisory committee. The project will stress the process of increasing the career awareness of elementary students in terms of the broad range of options open to them in the world of work.

Junior High School Component: The Philadelphia project will focus upon programs at the junior high school that will provide career orientation and meaningful exploratory experiences for all students. Program activities that will increase self-awareness of students by developing in each student favorable attitudes about the personal, social and economic significance of work will be given primary consideration. The scope of the project will involve revising the nine existing career-oriented curriculum units.

Senior High School and Postsecondary Component: The overall purpose of this project is to build on the success and expand the activities of two previous career education projects from the vocational-technical schools into the business education departments of the sending high schools in order to implement and demonstrate a career preparation program for an unlimited number of careers. This project will feature the individualized modular education concept, and a flexible scheduling arrangement allowing students to select specific career interest.

Kindergarten Through Twelve Component: This component will be a comprehensive career education program. Emphasis will be placed upon developing a model that other school districts can adapt. The operational concept underlying this component is that "Education in our schools must be tied to reality, and in our society, reality is the world of work. Career Education will no longer lie treated as an event, rather it will be treated as a process."

Guidance and Counseling Component: Counselors will participate in all phases of the project. They will carry out a complete and articulated phase of the project. The model will be developed for implementation into other school programs.

144

STATE AND PROJECT NUMBER: Rhode Island; V361057L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. Alan Sinclair
Project Director
State Dept of Education
Roger Williams Building
Hayes Street
Providence, RI 02908

FEDERAL FUNDS PROVIDED
UNDER SECTION 131(a), PART C: $36,583

DURATION: June 1, 1973 - December 31, 1974

SITE INFORMATION:

Currently, we have in operation two comprehensive models carrying the label Career Education. These models (East Providence and Pawtucket) have implemented with varing degrees of effectiveness all five of the components in the policy paper. In addition to the comprehensive models, every community in the state is operating at least one program component under the label Career Education or using the older labels of Industrial Arts, Career Guidance, Vocational Training, Cooperative Education, etc.

The formats and emphases in these programs vary as does the local level of commitment to them. Elementary programs in some communities have initialed highly innovative career awareness components while ignoring the self-evaluation, self-direction, decision making concepts. In other communities open classrooms are providing effective systems for self-exploration and decision making while forgetting the career awareness component. Middle schools and junior high schools around the state offer guidance programs which at this level act mostly as disciplinary counseling units or quasi-administrative posts.

Most have an occupational information resource center but little effort is made to motivate students to utilize this information; and if they did use it, no system is available for tapping the interests which are derived. Industrial Arts programs do exist in most schools but these are not truly exploratory in nature, nor are they a vehicle for exposure of all middle schools students. In most schools, Industrial Arts, and Home Economics programs are offered only to the upper grades. Again in most cases these are fairly narrow offerings of cooking and sewing for girls, wood shop, metal shop or drafting for boys. In schools where Industrial Arts is offered for more than one year the courses are full year curricula in one shop with little chance for exploration outside the standard curriculum of that shop.

Rhode Island

A few schools have the traditional Industrial Arts General Shop in some cases individual exploration is allowed but no effort is made to coordinate the interests derived with the standard class work in the other disciplines. Other general shops have taken on the aspect of project shops. Students do projects such as corner shelves, bird houses, hammers, or salt shakers for the products sake and with little attention to the self and career exploratory nature of the activity.

Some middle schools and junior high schools have begun prevocational programs including career guidance but in most cases program participants are special populations such as potential dropouts or potential referrals to the area vocational schools. Many good practices exist in isolation at this level but few comprehensive efforts are being made.

High school programs vary as greatly as do the middle school. Career Guidance programs exist, in name, in most. But most of the guidance function at these levels remains quasi-administrative; scheduling, group testing, discipline, failure counseling and most of all, college placement.

A network of area vocational schools has been built. However, their position as "area" schools is in doubt. Since all except one of our vocational schools are attached to local comprehensive high schools we find that the host community reaps most of the benefits of the facility while the sending communities do not utilize these centers to the degree expected. Alternative approaches to curricula, organization, and scheduling must be found to increase the utilization of these facilities. In addition to the area schools, many local high schools operate small scale vocational programs of their own; these are mostly auto, drafting, wood and metal shops which schedule students one hour per day. (A period which is often too short to really get into indepth practical applications).

Cooperative Education and Distributive Education programs exist in many schools with the D.E. people currently doing a tremendous job of occupational guidance, job preparation, subject matter relating and community placement. However, with this Career Education activity at all levels and with the necessity to consolidate approaches to conserve resources, and at this point when data from the comprehensive models is becoming available, it is time that a thorough going analysis of the whole Career Education market be made, including a categorization of the various types of systems and facilities in the State, identification of the best components of each program and establishment and dissemination of a consolidated unified approach towards Career Education on a statewide basis.

The purpose of this proposal is to develop the [illegible] above mentioned strategy and to begin dissemination and diffusion of it. The physical size and compactness of the State of Rhode Island makes it uniquely suitable to this kind of comprehensive approach to program diffusion. The state department has the influence and the ability to

foster the sharing of resources among the communities. The local education agencies have shown a great interest in finding ways to expand their options and finally the State Board of Regents is mandated under the Education Act of 1969 to formulate a consolidated approach to all of education.

The Career Education project will document these activities currently listed by the State in the following categories: In the elementary school the categories are: self-awareness, decision making, self direction, career awareness, and community involvement. In the Middle/ Junior High School the categories are: career guidance with emphasis on self-awareness, information gathering, and decision making; industrial arts, homemaking, business, career education (comprehensive delivery systems), and community exploration programs. In the high school the categories are: area vocational programs, local vocational programs, cooperative education, distributive education, other community involvement programs, industrial arts, home economics, career guidance programs and comprehensive career education systems.

STATE AND PROJECT NUMBER:	South Carolina; V361034L
STATE-LEVEL PROJECT ADMINISTRATOR:	H. B. Kirkland State Department of Education 908 Rutlege Office Building Columbia, South Carolina
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C:	$143,600
DURATION:	June 1, 1973 - November 30, 1974

SITE INFORMATION:

South Carolina will continue to expand the current Research and Development project in Career Education in addition to initiating operation at a second project site. Both sites will provide opportunities for the development, demonstration, and testing of a Career Education model suitable for state-wide implementation. Following is a description of the school districts which comprise the project sites:

Lexington County School District Three: This district serves the Batesburg-Leesville area. Approximately 3,100 students in grades kindergarten through twelve are enrolled in the Lexington County District. The professional staff consists of 130 teachers, counselors and administrators. Schools are organized into primary, elementary, middle and high schools.

The community is in a transition period of changing from a traditionally agriculture-based economy to a more technical and service-based economy. Many residents commute to the larger job market of Columbia.

Spartanburg County School District Five: The Duncan area is served by the Spartanburg School District. Approximately 4,100 students in grades one through twelve with a professional staff of approximately 180 teachers, counselors, and administrators are served. The area project sites will be one primary school and five elementary schools.

The community is a small rural community located within a few miles of several larger, industrial-based towns including Greer, Spartanburg, and Greenville. The entire area offers excellent, diversified employment opportunities, and therefore, has the potential for providing strong community resources.

South Carolina

DESCRIPTION OF PROGRAM:

The Career education program will offer every student a continuum of career awareness, career exploration, career preparation, placement and followup.

Elementary School Component: In the elementary grades the major emphasis will be on career awareness to make students aware of the economic, social, and personal significance of work, the existing range of occupations, and the importance of basic skills. Through activity-oriented units, based on clusters of occupations, teachers on each grade level will relate their existing curricula to career awareness.

Middle School Component: Career or occupational exploration will be emphasized in the middle grades, 7-9, with some overlapping of awareness and exploration in grades 6 and 7. In seventh grade and eighth grade all clusters will be explored through units that relate the various subject areas to the cluster being studied. In the ninth grade, the exploration will be more specific as students choose several clusters to study in more depth through open-ended or individual assignments and through pre-vocational or "hands-on" activities.

High School Component: In grades 10-12, career preparation will be emphasized. Students will select high school courses essential to their occupational choices and relate their work in these courses to their career preparation through open-ended or individual assignments. Students will narrow career choices to one occupational area and make a decision between a vocational or a college preparatory program.

Guidance and Counseling Component: There will be an increased emphasis on guidance at all levels, but especially at the high school level. Coinciding with career selection and beginning preparation, counselors will develop a mini-course to provide additional group career counseling for all tenth graders. The implementation of the Information program will assist students in career selection by providing a source of current occupational information. There will be an effort to recruit dropouts and interested adults for evening occupational training classes.

STATE AND PROJECT NUMBER: South Dakota; V361053L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. E. B. Oleson
Project Director
State Department of Education
State Board of Vocational Education
222 West Pleasant Drive
Pierre, South Dakota 57501

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $33,840

DURATION: May 1, 1973 - June 30, 1974

SITE INFORMATION:

South Dakota will establish its Part C demonstration, testing and development site in the local school district of the city of Sioux Falls, South Dakota.

DESCRIPTION OF THE PROJECT:

The Sioux Falls public school district recieved a research and development grant for career education on February 9, 1972. The project was given the title of CASES (Career Awareness for Secondary and Elementary Students). The CASES project is being conducted in two elementary schools, one junior high school, and two senior high schools. As the title suggests, this project is designed to provide career awareness for all students 1-12.

The local school district of Sioux Falls enrolls about 18,350 pupils in grades Kindergarten through 12th, housed in 21 elementary schools, four junior high schools, and two senior high schools. For the purposes of the Career Education project extension, ten elementary schools, four junior high schools, and two senior high schools have chosen to participate in the project.

The original CASES project was composed of four basic components in: (1) Elementary, (2) Guidance, (3) Placement, and (4) Administration. Built into the CASES project is a pre and post testing program designed to test the effectiveness of the project. The test now being used by the CASES staff was developed with the permission and cooperation of Doctor Richard Nelson, formerly from Ball State University. It consists of a series of 35 mm slides, one each from the 15 occupational job clusters suggested by the U.S. Office of Education. The pre-test was administered during the first two weeks of September. The post-test will be given the first part of April, 1973. The test, as designed by

the CASES staff, will determine the effectiveness of the project by measuring (1) the awareness of various careers, and (2) the change in attitudes towards those careers. The comparison will be made with those students involved with the project as compared with those students not involved.

Since the conception of the CASES project, the following outcomes have occurred and become evident. (1) The Administration of the Sioux Falls school district has taken a positive attitude toward the implementation of a district-wide career education program. (2) The instructional staff of the Sioux Falls school district have demonstrated their interest in Career Education by their involvement in discussion groups, workshops, and various inservice meetings. (3) The students at the field testing schools have already begun to understand the importance of self and career awareness through a structured Career Education program. (4) The business community of Sioux Falls have provided their enthusiastic support of the CASES program. This has been demonstrated with their participation in discussion and planning groups, organization of field trips, and the verbal commitment to assist in any way possible. The business community is aware of the future implications for our community when our students leave high school with an adequate understanding of their individual career interests, abilities, and aspirations. (5) Other school districts in South Dakota and the surrounding area, are now looking toward Sioux Falls for guidance and assistance when confronted with the development of a Career Education model for their district. (6) The development of the pre and post test has been one of the most rewarding outcomes of the CASES project to date. This instrument with some refinements in the near future, will provide the necessary data for the project evaluation. (7) The development of the Career Education curriculum guide has provided the information and materials to the instructors which enables them to adequately relate the concepts of Career Education to their students.

Dissemination activities have taken place since early August by the local project director, the guidance coordinator, and various members of the administrative staff of Sioux Falls public schools. These activities have been conducted through participation in various workshops around the country, speaking engagements at local PTA organizations, various service clubs, and the Governor's Conference on Career Education. Along with these activities has been coverage from the local news media including newspaper, radio, and television. For a detailed account of the dissemination activities, refer to the project No. V2610016 quarterly reports dated May 2, 1972, August 4, 1972 and November 3, 1972.

One of the most rewarding outcomes of the CASES project was the establishment of a Career Development Program for those high school students who were having difficulty with the regular educational programs. The difficulties of these students have stemmed from low ability and for social and personal problems. The basic objective of this

151

program is to meet the educational needs of this group of students through an "adjusted curriculum" utilizing team teaching and individualized instruction. The program consists of both academic and vocational components. The academic component is developed around three courses: Communications, Consumer Economics, and Current Events. The vocational component consists of three phases including: Exploration, Skill Development, and Work Experience.

The program is built around six occupational clusters including: Health Occupations, Clerical Occupations, Distribution Occupations, Electronics, Electricity, and Communication Occupations, Mechanical and Metal Occupations and Construction and Building Trades Occupations.

Even with the success of the CASES project to this date, as well as the anticipated outcomes, there exist definite needs to expand the various components of the program. These particular needs include: (1) Elementary School Component, (2) Secondary School Component-junior high school career exploration and the adjusted curriculum career development programs, (3) Guidance Placement Component-establishment of placement center, and (4) Administration Component. A description of the various components designed to meet these needs are as follows.

Elementary Component: The Elementary School Component will continue to be the direct responsibility of the Career Education Coordinator.

The elementary career education staff committee will work with the Career Education Coordinator on the revision of the CASES guide for grades 1-6, as it was developed during June and July of 1972. The committee will consist of six elementary teachers, one from each grade level, and the elementary counselor.

This committee will be responsible for making any necessary revisions in the elementary section of the CASES guide. The committee will work one week (June 5-9, 1973) for six hours per day, thus giving a total of 30 hours per person. All recommendations for additions or deletions to the guide will be made at this time. The input for revisions will come from data collected from the pre and post tests and personal observations made during the 1972-73 school year by the team of elementary teachers involved with the CASES project.

The results of Career Education programs which were conducted at Rapid City and Watertown, South Dakota have been carefully studied and evaluated by the CASES staff. Those findings, conclusions, and concepts which will be most effective in the Sioux Falls district, will be written into the revision of the CASES curriculum guide at the elementary level.

Due to the lack of time and funds for curriculum development in the CASES program, the Kindergarten section received a minimal amount of preparation time for the formulation of Career Education materials.

South Dakota

The Kindergarten is an integral part of a Career Education program and must have curriculum materials written and made available for use by instructors. For the purpose of writting these curriculum materials, one Kindergarten teacher will be employed five weeks (June 5 - July 7, 1973), working six hours per day, thus giving a total of 150 hours. The curriculum materials resulting from this will be added to the elementary section of the CASES guide, thus making a complete and adequate guide K-6.

Secondary School Component: The Secondary School Component is an additional component to the CASES project. This component will also be under the direct supervision of the Career Education Coordinator. It is felt that the expanded services to be provided with the extension of this project necessitates a component devoted to the secondary level. The proposed expansion of the CASES project for the secondary level will include two major phases.

Junior High School Career Exploration: Programs at the junior high school level should be structured to provide career orientation, as well as meaningful exploratory experiences for all students. Due to the present academic curriculum structure of the junior high schools in Sioux Falls, the greatest emphasis for Career Education has been devoted to the 9th grade Social Studies area, particularly Civics. The focal point for Career Education in the 7th and 8th grade has also been the social studies classes, however it was structured at a much lesser degree as compared to the 9th grade level.

It is felt that Career Education should not be confined only to the social studies classes but should permeate all areas of learning. The extension of the CASES program will provide for career education materials to be developed in all areas now being taught in the junior high schools of Sioux Falls.

It is proposed that ten instructors be employed on a part-time basis during April and May of 1973 for 4 two-hour sessions to research materials previously developed for junior high school career education. During a five week workshop (June 5 - July 7) the committee will work six hours per day, thus giving a total of 150 hours per person. The junior high school committee will be composed of one instructor from each of the following areas: Mathematics, Science, Physical Education-Health, Language Arts, Social Studies, Industrial Arts, Home Economics, Music, Art and Business Education. This committee will have the responsibility of: (1) developing career education curriculum guides in the are of their speciality for grades 7, 8, and 9, (2) field test the developed materials at the junior high level during the 1973-74 school year, (3) serve as consultants in their area of specialization for the purpose of dissemination activities, (4) serve on revision committee to revise and up-date the guides at the completion of the field testing portion of the project.

South Dakota

Career Education for Adjusted Curriculum: The extension of the CASES project will permit: (1) expanded guidance services for the adjusted curriculum class, (2) provide expanded instructional assistance for career awareness and occupational development, (3) refine the evaluation methods used in physical, mental, and attitudinal achievements and capabilities of this group, and (4) broaden the entry level skill development program for adjusted curriculum students.

Guidance-Placement Component: It was determined by the local project director and other involved personnel of the CASES project, that the amount of time and funds devoted to Career Education was not adequate in the areas of guidance and placement. The extension of the CASES project will assist in filling the existing void in this area.

The role of the guidance personnel for this program will remain essentially the same, with the exception of expanding particular areas. These areas are listed below.

A. The responsibilities of the elementary counselor will be expanded to provide a wider utilization of her service in career awareness. The assignment of the elementary guidance counselor during the past school year didn't allow for the kind of effort and flexibility which the project demanded. The elementary counseling services would be expanded to include: (1) serve as the supervisor of the career testing at the elementary level, (2) serve as consultant to the elementary teachers and provide assistance in setting up bulletin boards, displays, classroom visitations, field trips, and various other career education activities, and (3) serve as liaison between the secondary counseling staff and the local project director.

B. The further development and refinement of a district-wide Placement Center, which will serve as the "clearing house" for job placement at the secondary and post-secondary levels will be an expanded service of the CASES extension.

The placement center will be carried out as a function of the CASES program, in conjunction with such ongoing programs as Distributive Education, Diversified Occupations, and Occupational Development.

The school involvement in placement should not be viewed as an unnecessary duplication of public services. The expansion of special programs which provide job opportunities necessitates the school and state employment agencies to work together on a cooperative basis to assure a total effort towards job placement for our youth.

C. The extension of the CASES program will enable the counseling staff to continue to identify basic skill deficiencies that may prevail among various students. Upon the detection of the particular deficiency (reading, verbal and written communications) a concentrated effort will be made to establish these skills with the students.

154

South Dakota

Adminstration Component: Basically, the Administration Component will remain the same, with the following exception: The responsibilities of the Career Education coordinator will include: (1) coordinate all career education activities within the district, (2) supervise the district's Industrial Education department and (3) assist the Director of Vocational Education in the areas of supplies, materials, curriculum, and staff for secondary and post-secondary vocational education.

Documentation of all methods and procedures employed, as well as the results of measured outcomes will be complied. This along with recommendations regarding the various phases of each component will be part of the quarterly and final reports submitted to the U.S. Office of Education and the South Dakota State Department of Vocational Education.

It would be the intent to start the CASES extension on April 30, 1973 and terminate on June 30, 1974 - a duration of 15 months. The third-party evaluation team from the University of South Dakota at Springfield will be employed to assess the effectiveness of each component and the overall success of the total program.

The overall administration of the extension of the CASES project will be the responsibility of the State Department of Vocational Education. Mr. Roy Ziegler, Assistant Director of Vocational Education will be the individual responsible. The superintendent of Sioux Falls Public Schools, Dr. John W. Harres, through the local Director of Vocational Education, Mr. Ed Wood will supervice activities at the project site. Dr. Ken Gifford, Coordinator of Career Education, Sioux Falls Public School District, will serve as local project director. Mr. Glen Hundley will serve as the Coordinator of Guidance and Placement for the CASES project.

155

STATE AND PROJECT NUMBER: Tennessee; V361020L

STATE-LEVEL PROJECT ADMINISTRATOR: W. M. Harrison
State Department of Education
Division of Vocational and Technical Education
205 Cordell Building
Nashville, Tennessee 37219

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $198.874

DURATION: June 15, 1973 - Sept. 14, 1974

SITE INFORMATION:

Tennessee will utilize FY 1973 Part C funds for expansion and continuation of the career models currently underway in the Memphis City System and the Knox County System, Knoxville. Following is a description of the school districts which compromise the project sites.

Memphis City School District: Memphis, an industrial, marketing and distribution center for the Mid-South, has a population in excess of 625,000. The proposed career development project for Memphis will serve a specific target area composed of black and white lower income groups needing aid in obtaining career orientation, awareness and exploratory experiences, job preparation and placement.

The local school district of the city of Memphis enrolls approximately 138, ooo students in grades K-12. For purpose of the career education project, the target site will include 8,858 students, 328 teachers, and 10 coulselors.

DESCRIPTION OF PROGRAM:

The career education program in Tennessee will include the following components.

Elementary School Component: This component will utilize a series of guidance films which are designed to give maximum emphasis on preparing youngsters to select realistic life goals leading towards specific educational preparation in the junior and senior high schools. The program has as its goal to develop a high degree of occupational sensitivity within the elementary teacher.

Junior High School: The junior high school will utilize a series of educational inserts which are designed to give students experiences in

making occupational choices for enrollment in high school. A relevant approach to industrial arts, home economics, and other subject disciplines which will make education more meaningful.

Senior High School Component: The career orientation materials developed in the ongoing exemplary project will be utilized in the high school to continue and expand the use of a vocational guidance and job placement center. A summer basic skill program for non-vocational and non-college bound students will be developed to equip those students with saleable skills for entry level employment.

Guidance and Counseling Component: Inservice training programs for teachers will be conducted where they will practice the "hands-on" concept. Vocational resource teachers will be employed to assist students in identifying career goals and appropriate classes for occupational preparation. Placement coordinators will work in cooperation with the guidance counselors, the cooperative education coordinators, the vocational teachers, and the State Employment Security.

157

STATE AND PROJECT NUMBER: Texas; V361043L

STATE-LEVEL PROJECT ADMINISTRATOR: Mr. John R. Guemple
Project Director
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

FEDERAL FUNDS PROVIDED
UNDER SECTION 131(a), PART C: $578,266

DURATION: June 1, 1973 - November 30, 1974

SITE INFORMATION:

Texas will establish its Part C demonstration, testing, and developmental sites in the following school districts: Pettus Independent School District, Andrews Independent School District, Rockwall Independent School District, Iowa Park Independent School District, Conroe Independent School District, McAllen Independent School District, San Angelo Independent School District, and the Orange County Cooperative. Following is a description of the sites.

PETTUS INDEPENDENT SCHOOL DISTRICT: This district is made up of six communities plus the South Texas Childrens Home which houses orphans, neglected, and unwanted children and has a yearly occupancy of 115 to 125 students. The communities which make up the district are Pettus, Tuleta, Normanna, Mineral, Tulsita, and Choate. The largest of these communities has a population of approximately 50. The school district has a very high percentage of families from middle income to low income--below the poverty level. The proposed Career Education Project would involve all students in grades K through 12.

Elementary School Component: In grades K-3 career awareness will be implemented through the use of visual aides and handwork used in vocabulary, language arts, and art classes. Grades 4-6 will follow-up on the presentation in grades K-3 by widening the concept of career opportunities. Visual aides and other vocational information will be used to supplement and reinforce present units on the working world.

Intermediate School Component: In grades 7-8 aptitude and interest tests will be administered, followed by necessary individualized testing in fields of interest to aide in determining specific careers. This information may be utilized by the English teacher for research and by the counselor for guidance. Fields of interest of each student will be made available to each teacher for follow-up in classroom work which can bring about another meaningful exploration. Speakers and audio visual materials will be utilized to an extent. Vocational Career Kits will be available in each English room for purposes of research.

High School Component: Implementation of a detailed indepth career education program in the 9th grade will occur through the use of films, speakers from various professions, career kits, vocational information, trips, and guidance counsling - all of which will back up the awareness brought out earlier concerning career opportunities and benefits derived from such. Students in grades 9, 10, 11, and 12 will be taken on vocational study trips to observe and talk to career people on the job while participating in vocational classes provided on campus or through the area vocational school.

ANDREWS INDEPENDENT SCHOOL DISTRICT: This district is located in the Permian Basin Region of West Texas. Andrews is the county seat of Andrews County which has a population of approximately 13,000. The county borders New Mexico at the Southern corner of the Texas Panhandle and covers an area of 1,504 square miles. Industry is predominantly oil related. Other businesses include dress-making, vacuum cleaner manufacturing, and local trade business. There are 2,671 students enrolled for the 1972-73 school year in grades K-12.

Awareness Component: The Awareness Component will offer instructional activities and services in elementary grades K-6 designed to create career awareness in students. Since there have been no activities implemented at the elementary level related to career education, a major emphasis will initially focus on creating a positive attitude in the teaching staff toward career occupations. Specific planned activities for this component include: (1) Staff development activities for the elementary teaching staff. This will involve workshops and presentations aimed at providing teacher awareness and sensitization to career education. (2) Providing World of Work Kits which include tapes, film strips, and related materials. (3) Conducting field trips within the county to selected business sites. (4) Conducting visits to the place of work of the student's parents and having parents present an awareness session relating to their fields of work. This activity has a two-fold purpose of achieving parent and/or community participation and making children aware of their parents' fields of work. (5) Developing and implementing curriculum guides which will fuse career education with the regular academic subjects. (6) Conducting presentations by selected business representatives on a timely basis (as the related academic subjects are covered).

Orientation Component: The Orientation Component will coordinate and expand existing instructional activities and services at the middle school level. Emphasis will be placed on complete fusion of career education into core academic subject areas as an on-going process. To accomplish this fusion process the following instructional activities and services are planned: (1) Providing Career Kits (by SRA) which include career information over a broad range of career opportunities. (2) Developing and implementing curriculum guides which will fuse career education with the regular academic subjects. (3) Applying career

education topics (fused with a specific academic area) to actual situations by providing field trips to selected business sites within the community.

Readiness Component: The Readiness Component will offer instructional activities and services in grades 9-12 designed to provide job preparation in a wide variety of occupational areas. Specific planned activities for this component include: (1) Developing a joint effort between Andrews Independent School District and a variety of community businesses to provide practical, on site activities for students. (2) Developing and implementing curriculum guides (grades 9-12) which will fuse career education with the regular academic subjects. (3) Developing and implementing a curriculum guide which will provide an Environmental Science course to be offered at grades 11 or 12. This course will place emphasis on job opportunities in environmental management related industries peculiar to the Southwest United States.

Placement Component: The Placement Component will provide for the establishment of a Placement Center. This center will be headed by the Project Care coordinator (Andrews Independent School District, in kind support) who will be a certified guidance counselor. One clerical person will be hired to compile and maintain records of career opportunities and Placement Center activities. There will be five guidance counselors to serve six campuses. Structurally, these counselors are included in the Placement Component; functionally, they will be providing services to the entire project population. The Placement Center activities will focus on those students seeking careers (or college entrance, as applicable) in grade 12. The specific services to be provided by this component include: (1) Establishing a Placement Center to provide counseling, career opportunity media, and related information on careers and college entrance as per student requests. The placement center will assist pupils in finding a desirable job. (2) Conducting a comprehensive guidance counseling program in all levels (K-12). (3) Providing indepth presentations in the grade 12 classrooms on select career opportunities throughout the school year. (4) Maintaining a follow-up record of those students placed in careers and follow-up action for those students not immediately placed.

ROCKWALL INDEPENDENT SCHOOL DISTIRCT: Rockwall Independent School District is one of two school districts located in Rockwall County. Rockwall County has the distinction of being the smallest county in Texas with an area of 147 square miles. The county has principally had an agriculturally based economy, but it is beginning to experience an economic influence from neighboring Dallas County. The industrial development appears to be progressing at a steady rate. The principal employers are the producers of aluminum products and electronic equipment.

The school district has an area of 102 square miles which represents approximately seventy percent of Rockwall County. The District is

bounded on three sides by Collin, Dallas, and Kaufman Counties and it extends slightly into Kaufman County on the south.

Elementary Component: Career education at the Rockwall Elementary School will incorporate within the present curriculum a career awareness program for grades K through 5. Within the career education framework activities will focus on meeting the following objectives: (1) Provide an awareness and appreciation of a wide range of career fields. (2) Provide knowledge and understanding of working people's interdependence upon one another for a full and satisfying life-style. (3) Provide a foundation for each student upon which they can build decision making techniques for future career selections.

An elementary school counselor will be employed to provide services needed to coordinate the elementary level program. The elementary counselor will work closely with the Special Projects Director and a committee of regular classroom teachers and special education teachers in researching elementary career education literature and ongoing elementary school career education programs to identify programs, techniques, and materials that will best fit the present open classroom curriculum structure. This committee will in seeking ways to incorporate career awareness into all areas of academic study. One of the district's In-Service Workshop days will be devoted to a general introduction of the program to the faculty. A second workshop will be devoted more intensely toward the full implementation of the career education program for the school year 1973-74.

Middle School Component: A middle school counselor will help coordinate with the Special Projects Counselor in preparing teachers for career education. The total program in the middle school will include exploratory mini-units, visits to businesses and industries, further development of self-concept, and other awareness and exploratory activities in all subject areas. Pre and post tests will be used to determine effectiveness.

High School Component: The present Career Education Program involving self awareness, exploration, and career choice, similar to the middle school, will be conducted in the ninth grade and expanded to the tenth and eleventh grades to include preparation for job training so that all students upon graduation will have a marketable skill. The counselor will begin working with the placement-special projects counselor to assist these students in scheduling for the following year, planning summer work, and planning for post-graduation work or further education. The twelfth grades will receive individual work and college counseling.

Guidance and Counseling Component: For this project, the school district will have four counselors--two newly employed. One of those previously employed will assume the role of Special Projects Counselor.

The Special Projects Counselor will act as Guidance Chairman in coordinating the guidance and counseling component of the career education program at all levels. All counselors will participate in the research and development of the program. Emphasis will be placed on meeting the individual career, personal, and social needs of students. Counselors at each level will provide services for individual students, individual teachers, and groups of students and of teachers as necessary to carry out the following objectives: (1) To provide experiences which will develop positive attitudes to the area of work. (2) To provide experiences which will build dignity and self-esteem in each individual. (3) To provide the students with enough information about their own interests, abilities, aptitudes, and aspirations so they can make appropriate career choices.

Placement Component: As an extension of the guidance and counseling component, a placement service will be established in the senior high school. The placement office will work in cooperation with the other guidance counselors, the vocational teachers, and the employment security agency. Surveys will be made of potential employers for those students who wish to work part-time while attending school, for students who drop out of school and want full time employment, and for students graduating from high school who desire employment. An up-to-date ongoing file of job opportunities will be established and maintained.

IOWA PARK CONSOLIDATED SCHOOL DISTRICT: Iowa Park is a small suburban town of 6,000 located twelve miles west of the city of Wichita Falls. It is sometimes referred to as a bedroom town because so many people live in Iowa Park and are employed in Wichita Falls or a Sheppard Air Force Base. The Iowa Park School District encompasses some 177 square miles and the total enrollment is in excess of 2100 students. The career education project will serve all 2100 students.

Elementary School Component (Grades K-7): A Career Awareness Coordinator (CAC) will be employed to coordinate the entire effort in grades K-7. The CAC will assist the Project Director in searching for research-related literature, elementary school career education projects and promising techniques, ideas and materials that can be incorporated into the regular academic elementary school curriculum. The CAC will prepare materials and curriculum guides for teacher implementation during the school year 1973-74. In order to simplify the initial effort and to insure implementation as soon as possible the CAC will select a committee of teachers in grades K-7 and will work with these teachers in looking into potential revisions of the existing elementary school curriculum in order to incorporate career awareness experiences in the elementary grades at every level from Kindergarten through grade 7.

The program will function with the CAC serving as an occupational orientation consultant to teachers and basically provide the following services: (1) To make available to elementary teachers multi-media

materials that are keyed to the current curriculum. (2) To aid elementary teachers in securing needed occupational materials, planning field trips, and securing outside resource peopel. (3) To develop an in-service training program in the utilization of materials available. (4) To develop a sequential outline for occupational orientation for K-7 grades to provide for continuity and to avoid needless duplication.

Junior High Component: At the present time the Junior High School is attempting to pursue the dissemination of career education information through the junior high counselor. The junior high school is composed of one campus, housing approximately 390 students. It is the receiving school for all the seventh grade students in the Iowa Park System.

The junior high counselor works with teachers and students in attempting to create career planning by informing students of vocational opportunities dealing with the various subject criteria such as history, math, English, etc. During the eighth grade year, usually in late March, a project is initiated in which an occupational study is developed by the counselor in conjunction with the eighth grade English department. A two-week crash program in the English classes is utilized to acquaint eighth grade students with the world of work.

The Kuder Preference Record is employed to suggest broad vocational choices and each student is given opportunities to investigate several career areas and to ultimately choose one area on which to research and write a theme. Shortly therafter, the high school counselor visits the junior high school to discuss and answer questions concerning the high school four-year plan. Students are able to discuss the various alternatives and then to fill in tentative four-year plans for high school. The plans are then sent home to be approved by parents before being sent on to the high school.

Vocational Counseling, Guidance, Placement Component: The schools which comprise this project have one high school counselor, one junior high counselor and two part-time elementary counselors. The present high school counselor serves in a dual capacity as Guidance Director and unofficial vocational counselor. The vocational offerings in the high school are extensive and at present approximately 440 students are enrolled in nine vocational courses ranging from auto mechanics to cosmetology. The junior high and elementary counselors have attempted to implement, to some degree, career education in their respective schools, but the time element necessarily impedes the progress desired in this area. At present the two part-time elementary counselors work with approximately 1000 elementary students and the junior high counselor works with approximately 400 students. In this project an investigative career teacher will work with the counselors at each school to plan, coordinate, and implement a career program designed to touch all K-8 students in the Iowa Park system. The high school counselor currently

works with approximately 710 students and serves in dual capacity as academic counselor and vocational counselor. Under the project he will assume the Project Director's position. The Project Director will compile a list of resource personnel from the community to be available for aiding the career education program. After a preparatory period, the director will have the program implemented and will then assume duty as vocational counselor and placement officer as well as project director. This move will allow an important aspect of career education to be added to the program and create a placement officer to assist students, adults of the community, drop-outs, and graduate students in job exploration. The placement officer will be a catalyst between the employers and prospective employees. This will allow effective management of the career education area as well as providing career guidance and placement to individuals of the schools and community.

CONROE INDEPENDENT SCHOOL DISTRICT: Conroe is a suburban school district with a population of about 40,000. Minority groups compose about 12 percent of the population. Conroe has a substantial proportion of middle income families; however, about 15 percent of the families have incomes below the poverty level. The city's economy is diversified, and includes a variety of types of manufacturing, as well as distribution and service occupations. The local school district of the city of Conroe enrolls about 12,000 pupils in grades K-12.

Elementary School Component: A Career Awareness Coordinator (CAC) will coordinate the entire effort at the elementary school level. During the early months of the project, the CAC will make a search of research-related literature and ongoing elementary school career education projects and will identify promising approaches, techniques, and materials for increasing the career awareness of elementary school pupils. The CAC will select a committee composed of outstanding teachers from each grade level, K through 5, and will work with these teachers in exploring potential revisions of the existing elementary school curriculum in order to incorporate career awareness experiences in the elementary grades and to refocus the elementary subjects around the career development theme. The committee will actually experiment to some extent with a variety of techniques and materials and will structure a complete program, K-5, including development of testing instruments that will be used in pre-test and post-test situations. In-service training will be devoted to career training of all elementary teachers and will be used to introduce the teachers to the overall program, as well as to specific techniques and materials to be used at each grade level.

The career education program will be operated in all 7 of the elementary schools which are included in the project site. Careful pre and post tests will be used to assess the effectiveness of the various treatments in terms of students outcomes.

Guidance and Counseling Component: The schools which comprise the project site already have three counselors at the junior high school level and five at the senior high school level. All eight of these counselors will be provided with continuing in-service training which will include familarization with career development theory and will involve opportunities for them to explore the world of work and gain an appreciation for the dignity of all work the world of work and gain an appreciation for the dignity of all work at whatever level of endeavor. They will be oriented to an emphasis on the responsibility of the school to place each youngster exiting from the system in a job, in a post-secondary occupational program, or in a baccalaureate program. The counselors will carry on a complete and articulate model program of guidance and counseling at grade levels, 6 through 12. The model program will have the following characteristics: (1) It will stress program objectives which are realistic possibilities within the resources of the participating schools. (2) It will determine and emphasize work clusters associated with each of the four major disciplines providing both the pros and cons of any particular work area. (3) It will incorporate the administration of an aptitude and/or preference test at the tenth-grade level. (4) It will provide for corrective feedback based on evaluation of the achievements of the program.

Secondary School Component: A Career Investigation Coordinator (CIC) will be designated to provide a coordinated, sequential program with planned cumulative activities 6-12. During the early months identifying appropriate teaching materials, resources, techniques, and approaches will be paramount. A committee of outstanding teachers from each discipline at each grade level will be selected and work with CIC to analyze the present curriculum and to plan strategies for incorporating career concepts in the existing curriculum and for redirecting or restructuring the present curriculum toward career education objectives. This committee will participate in an extended workshop to rewrite the curriculum guides in each discipline, to develop materials when necessary, and to offer criteria for the evaluation of the curriculum in terms of student outcomes. In-service training will be provided to introduce the overall program as well as specific techniques, material, and printed curriculum guides to all teachers, 6-12.

All components of the project will be designed in such a way as to emphasize careful measurement of student outcomes in relation to the treatments attempted and to provide for appropriate program revisions where indicated. At the grade levels at which it operates, the project will be comprehensive in nature. Theproject activities will cut across all educational experiences of a student at a particular grade level.

MCALLEN INDEPENDENT SCHOOL DISTRICT: McAllen is located in Hidalgo County and is adjacent to the northern Mexico border. The school distirct is in an agricultural area with additional income from minerals and tourism. The ethnic spread in the population is about 70 percent

Mexican-American and 30 percent others. The employment rate varies during the year due to the seasonal jobs in agriculture, but quite often runds as high as 8 or 9 percent. About 60 percent of the district population have incomes that fall below the poverty level.

The local school district enrolls approximately 13,500 pupils in grades K-12. The entire school district will be included for this career education project. A part of the school population follows the migrant stream and does not get a full term program. However, the district has established a migrant school, grades 1-8, to provide for those elementary and two levels of junior high students that leave early and return late.

McAllen Public Schools constructed a Vocational Education Building in 1965 which was designated as an area school. The pre-employment fields in the school range from Auto Mechanics to Cosmetology. It also offers Cooperative Education, Homemaking, Coordinated Vocational Academic Education, and Vocational Agriculture. In addition, there are a Vocational Orientation unit, two vocational coordinators in the K-6 Career Awareness program, and post-secondary Licensed Vocational Nursing.

Elementary School Component: Two Career Awareness Coordinators are presently employed by the school district. They will coordinate the entire project effort at the elementary school level. These coordinators will search for research-related literature, and identify approaches, techniques, and materials which might prove to be effective for increasing the career awareness of elementary school students. The consultants will select a commitee composed of outstanding teachers from each grade level, K-6, and one elementary coordinator, which will explore potential revisions of the existing elementary school curriculum. This will be done in order to incorporate career awareness experiences in the elementary grades and to re-focus the elementary subjects toward the career development theme. The school district will provide several days of in-service training for elementary school teachers. This will be devoted to career education and will be used to introduce the teachers to the overall concept, as well as provide actual work experiences with specific techniques and materials to be used at the various grade levels. During the school year the career education oriented curriculum will be operational in all 15 of the elementary schools which are included in the project site. Pre and post tests will be used as evaluative materials to assess the effectiveness, of this approach. Committee constructed tests will be used at levels K-3 until such time as commercially prepared tests are available at these levels. At grades 4-6, reliance for evaluation will be upon both commercially prepared and committee prepared instruments. A constant effort will be made to strengthen areas of weakness that are found to exist.

Guidance and Counseling Component: The schools in McAllen presently have three counselors at the junior high school level and four at the high school level. In addition a vocational counselor is employed at

the high school level. For the project, three additional elementary career consultants will be provided with six weeks of inservice training which will include familarization with career development theory and will involve opportunities for them to explore the world of work and gain an appreciation for the dignity of all work at whatever level of endeavor. They will be oriented to an emphasis on the responsibility of the school to place each youngster exiting from the system in a job, in a post-secondary occupational program, or in a baccalaureate program. The in-service training program will be planned and operated with assistance from consultants from the State Department of Education and the State University System. During the school year the eleven career consultants and counselors will carry on a complete and articulated model program of guidance and counseling at all grade levels, K through 12. The model program will have the following characteristics: (1) It will be based on systmes concepts, particularly those presently associated with evaluation and change process models in education. (2) It will define guidance criteria in terms of student behavioral objectives. (3) It will stress program objectives which are realistic possibilities within the resources of the participating schools. (4) It will provide for corrective feedback based on evaluation of the achievements of the program.

SAN ANGELO INDEPENDENT SCHOOL DISTRICT: The San Angelo Independent School District encompasses the city of San Angelo and part of the surrounding rural area with a total population of over 70,000. Minority groups, primarily Black and Mexican-American, constitute approximately 35 percent of this population. San Angelo ISD serves slightly above 90 percent of the student population in Tom Green County and over 40 percent of all students in Region XV. The population of the San Angelo School District is approximately 15,000 with an ethnic breakdown of 6 percent Black, 28 percent Mexican-American, and 66 percent White and other.

Elementary School Component: The elementary school will have a Career Awareness program that will necessitate identifying concepts presently included in the subject area curriculum that can be directly related to a career or skill area. This will provide all elementary level students a cognizance of how the concepts and language of the basic disciplines relate to the world of work.

The elementary counselors and teaching staff, who have responsibilities on all campuses, will be schedules to conduct group counseling sessions applicable to grade level. This will provide opportunity for students either in small or large group sessions to discuss, to question, and to observe demonstrations in the area of inter-personal relationships. Also, this phase of the elementary component will include personal responsibilities to fulfill an obligation whether it be job completion or school attendance. This is important because in industry one of the problems that affects production is the high rate of absenteeism. The concept of work itself--in that work is honorable, it is desirable,

it satisfies a human need, and it is satisfying beyond the monetary reimbursement for labor--should be instilled at the early ages in primary and elementary classrooms.

On the elementary school campuses where learning centers exist, carefully selected materials relating to career education can be made available and utilized under the direction of a teacher with supervision by a teacher aide. And avenues of interest to any student may be explored in depth. On other campuses where self-contained classrooms are in use, the teaching faculty will need assistance in identifying and labeling concepts relating to career education and the world of work. This approach should lead to a complete revision of the basic curriculum guides in all subject areas for the elementary school which will include Career Awareness.

Middle School Component: At the junior high school level students should begin some experimentation into the world of work, gain some insight into the requirements of jobs, and especially begin development of skills in vocational areas. With this project the district will survey present offerings through CVAE and other courses and the concepts introduced in subject area classes to determine what areas are weak on emphasis and where additional introduction of professions and skills should be implemented. This will lead to experimental introductory courses at this level.

With the quarter system being implemented, it would be logical to include mini-courses, introducing students to vocations, skill trades, and professions on a short term basis. In some instances, four to six weeks of a particular skill course could be introduced and the students rotated through these courses on a continuous schedule. For this component additional vocational counselors with industrial and skill training background will assist in designing the curriculum.

Senior High School Component: Many of the students now enrolled at the senior high schools are taking vocational and skill-type courses. In addition, a large percentage of students enroll in colleges and universities. This project will study and research the need for a job placement officer on the staff of the senior high school campuses. This placement service would especially assist the dropout student or potential dropout student in gaining a salable skill and being placed in some job where he can become a wage earner. In the past it has been determined that a large percentage of students are dropping out of school, many of whom are in present vocational programs, because of difficulties encountered in the academic program. In this project the existing staff of teachers, counselors, and vocational personnel will make a critical study of the course content in the academic subject areas (math, English, science, social studies) to determine the relevance of the present content to the vocationally oriented student.

The need for a job placement officer, will be determined through research and study by staff. The responsibility for determining the needs will rely heavily upon the present vocational director, his teaching staff, and the vocational counselors as well as the attendance officers in the high schools. The need for employment by students who wish to remain in school and work on a part-time basis or in a cooperative program will also be determined. In addition, the availability of employment in the community and surrounding area where students can be placed on a job or adults may be upgraded to prepare students for entry level employment at the apprentice or training level will be determined. The project will also determine how many adults are under-employed and could be upgraded with either on-the-job training or courses designed to elevate their skills.

ORANGE COUNTY COOPERATIVE: The Orange County Cooperative Career Education project will encompass Bridge City Independent School District, Little Cypress-Mauriceville Independent School District, Orangefield Independent School District, Vidor Independent School District, West-Orange-Cove Consolidated Independent School District. The county has a population of 71,170. Twelve percent of the school enrollment represents minority groups. A large number of families are in the middle income area, but approximately 12.2 percent exist at the poverty level.

Elementary School Component: The Project Coordinator will examine the literature and on-going career education programs to identify promising and transportable projects. Together with a committee of elementary teachers and/or curriculum coordinators or directors, an examination of the curriculum will begin which will be directed toward the revision of the curriculum around the career education concept.

The teaching staff will be given in-service training for the development of competencies in career education. Utilizing developed competencies and with consultative assistance from guidance personnel, Education Service Center personnel, the Texas Education Agency, and the university staff, the career education program will be operated in all 16 elementary schools in the Project. Pre and post tests of both affective and cognitive aspects of student outcomes will be used to assess treatments, materials, and techniques.

Placement Component: To extend the effectiveness of the K-12 guidance component, a placement service will be established. A placement officer and secretary will be employed to staff this component. The placement coordinator will work in cooperation with guidance personnel, vocational education and cooperative education teachers, Texas Employment Commission, Manpower Area Planning Council, and other Manpower Agencies. Files will be developed regarding potential employees with full and part-time employment opportunities. Effort will be made by the placement coordinator to place graduating seniors either in full-time employment or in post-secondary training. Assistance will also be provided for

students desiring summer employment and for students leaving school before graduation. Procedures and techniques will be refined on the basis of experiences. Follow-up studies regarding placement of students either in a job or in further education will be developed.

Guidance and Counseling Component: The Project schools already have a staff of twenty-two secondary counselors and one elementary counselor. Four additional career education consultants will be employed at the elementary level. The counseling staff will be provided four weeks of staff development related to: (1) Career development theory, (2) Labor market information, (3) Role of the school in the placement of leaving students, (4) Techniques and materials for exploration of job opportunities, (5) Systems approach to planning and evaluation.

During the school year the counseling staff will operate a model program, K-12, with emphasis on: (1) Career and self-awareness, (2) Exploration and provision of labor market information through consultation with teaching staff and direct contact with students in individual and group settings, (3) Development of realistic performance based program objectives and evaluation for corrective recycling to meet changing program needs. At the termination of the Project year, program results will be systematically evaluated and recycled in planning for ensuing programs.

STATE AND PROJECT NUMBER: Utah; V361035!

STATE-LEVEL PROJECT ADMINISTRATOR: Walter E. Ulrich
State Director of Vocational Education
State Board of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $58,054

DURATION: May 1, 1973 - December 31, 1974

SITE INFORMATION:

The State's Part C demonstration, testing, and development site is the Alpine School District. Following is a description of the district which comprises the site:

Alpine School District: The school district encompasses the northern part of the Provo SMSG and includes a population of 58,000 with a student enrollment of 18,870. The communities are primarily white middle class with a small percentage of economically disadvantaged persons. The principal employers are the steel corporation and the University, however, there are many working in service and business related occupations.

The project is limited to five junior high schools located in the major cities in the district. The project will include students in grades 7-9, 171 certificated teachers with specialties in selected vocational technical areas as well as general education. Students will be served by 10 professional counselors, and a district pupil personnel services staff.

DESCRIPTION OF PROJECT:

The project is limited to two components as follows:

Junior High School Component: The junior high school component will provide career orientation and meaningful exploratory experiences. The program features In-school planning of career objectives, orientation through media, counseling, and career contact, exploration through media work experiences and simulation. Teachers will assist in providing orientation and exploratory experiences to students. Teachers will be trained in the development and use of career education materials. Community resources will be developed and utilized in providing essential work experiences where possible.

Utah

Guidance and Counseling Component: A strong guidance and counseling component will be initiated. This phase of the project will increase student-counselor interaction, coordinate career education focusing efforts of counselors and teachers in providing personalized experiences based on needs, self knowledge and individual interests and culminating in realistic career choice.

STATE AND PROJECT NUMBER:	Vermont V361055L
STATE-LEVEL PROJECT ADMINISTRATOR:	Mr. Cola D. Watson Project Director State Department of Education Montpelier, Vermont 05602
FEDERAL FUNDS PROVIDED UNDER SECTION 131 (a), PART C:	$21,141.00
DURATION:	July 1,1973 - August 31, 1974

SITE INFORMATION:

Vermont will establish its Part C demonstration, testing, and development site in the local school district of Orleans Central Supervisory, Union, Orleans, Vermont.

DESCRIPTION OF THE SITE:

Orleans Central is a rural district with a population of 5,541, serving 1,507 students from six small towns. With family income below the state average it receives above average state aid support Title I funding (It has the highest percentage of low-income families of any supervisory union in the state of Vermont). It has been able to maintain a limited workstudy program and does support 40 students at a regional vocational school.

With the building of the Lake Region Union High School, all students of grades 9-12 are offered a diversified educational program at this central site. All of the students of grades 9 through 12 (496) will be directly served by the curriculum development component of the project. Ninth and/or tenth graders will be part of an intensive work-experience component and 12th graders will receive on-going assistance to secure placement in either a job, a post-secondary program, or a baccalaureate program.

Vermont

FOCUS OF THE PROJECT:

To insure that these funds have sufficient impact and comprehensiveness, this career education effort takes the staff and students of grades 9 through 12 as its target group. In addition to restructuring its total guidance and counseling around a total career awareness, work-experience and placement program, the project will also involve all 9th through 12th grade teachers in developing learning activities which will tie together the students academic experience and his growing career development. Also, as extensive programs of work-experience and placement require manpower and expertise in the work-study area, present work-study capacity will also be increased through this program.

CURRICULUM DEVELOPMENT COMPONENT:

Through implementation of 3 extensive career education projects within the state of Vermont and through extensive correspondence and travel throughout the New England region and the entire United States, personnel of the Vermont State Department of Vocational and Technical education and personnel of the Orleans Central School District have seen career education curriculum efforts flourish at the elementary level. With the elementary teacher more concerned with the entire personal development of his or her students, a variety of career awareness and exploration activities are often quickly identified and introduced in the classroom. However, again and again, projects successful at the elementary level have found secondary teachers (particularly those in the academic areas of language arts, social studies, science and mathematics) less responsive articulating and implementing classroom activities which tie the student into the world of careers and help him or her to develop the skills necessary in making appropriate career choices.

OCCUPATIONAL EXPLORATION COMPONENT:

Counseling interviews of students reveal that 40 % of juniors and 60 - 70% of 8th graders have developed no clear vocational interest. The 9th and 10th graders need a heavy dose of work experience now if they are to make the best use of their 11th and 12th grade years of academic and vocational opportunities. The following objectives and procedures outline the intensive occupational exploration program at the 9th and/or 10th grade levels.

OBJECTIVE ONE:

With parental approval, 9th and/or 10th graders will have 3 one-week work experience in clusters related to their interests and abilities. Participation of at least 50% is set as a success criteria. These students will range across all interest and ability areas.

OBJECTIVE TWO:

Work-experience students will significantly increase:

a) their knowledge about careers
b) their self-awareness of their interests and abilities
c) their attitude toward the value of work
d) their ability to make more appropriate career choices
e) their use of academic and vocational opportunities as shown by better grades in career related classes, better school attendance, fewer disciplinary incidents, more realistic selection of their 11th and 12th grade academic and vocational courses, and the impact upon the grade dropout rate will also be inspected.

PROCEDURES:

1) Results of the present interviewing and/or testing of all 9th graders, and 12th graders regarding their present career interests and plans will be summarized by the guidance staff and recommendations based upon such summary will be used in restructuring the guidance staff around the career education theme.
2) Next year's 9th and/or 10th graders will be tested this spring regarding their knowledge, self-awareness, attitudes and decision-making skills. This data, along with school records on cognitive achievement and aptitude will be used by the guidance staff during late spring and summer to develop individual profiles of future 9th and/or 10th graders regarding appropriate work experience for the 1973-74 school year.
3) The occupational exploration coordinator (retained during the summer with project funds) will use the above data in identifying sufficient occupational exploration sites and job supervisor commitments.
4) The guidance department, 9th and/or 10th grade teachers, occupational exploration coordinator and selected job supervisors will develop a format of questions and tasks for all work experiences which will tie together the classroom and site experiences of the student.
5) All of the above will make site contact and evaluate the extent to which questions were answered and tasks performed. Student involvement in this stage of evaluation will be emphasized.

PLACEMENT COMPONENT:

While efforts are presently being made to assist all students, the personnel find that while assistance in application procedures is feasible for all college-bound students, the placement of their exiting students on jobs or in post-secondary occupational programs is more difficult. Along with identifying many more prospective employers in the area, the school must improve its coordination of the 40 students presently enrolled in the nearby vocational center.

OBJECTIVE:

To insure the placement of all exiting students in either;
1) a job
b) a post-secondary occupational program
c) a baccalaureate degree
d) military service

175

Vermont

PROCEDURES:

1) The guidance department will continue with its individual interviewing of all 11th and 12th graders.
2) College-bound students will be assisted with their college applications.
3) Students of appropriate interest and ability will be assisted on an individual and small group basis of investigating available post-secondary occupational opportunities. The guidance department will establish ongoing personal contact with admissions personnel of these post-secondary centers, and introduce individual students to appropriate center personnel.
4) The guidance department will list the names and interests of all exiting students not moving toward further education. These students will be acquainted with present regional job opportunity information and will be assisted in securing interviews with at least 2 prospective employers. When possible, these students will also be placed in work-study sites which lead to full time employment. (Although the counselors work through the State Employment Office, they will followup on all referrals made to that agency and provide assistance when problems occur.)

STAFFING:

This component relies upon the present guidance staff. The ongoing restructuring of the guidance department to meet this need is anticipated.

STATE AND PROJECT NUMBER: Virginia; V361010L

STATE-LEVEL PROJECT ADMINISTRATOR: George S. Orr, Jr.
State Director of Vocational Education
State Department of Education
Richmond, Virginia 23216

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $220,154

DURATION: January 1, 1973 - June 30, 1974

SITE INFORMATION:

In the State of Virginia the cities of Radford and Petersburg are receiving special FY 1973 funds for Career Education Projects. Following is a description of the school districts which comprise the project site:

Radford City School System: Radford is an educational-indsutrial city with a population of approximately 11,595. Minority groups compose 8 percent of the population. Radford has a substantial proportion of middle income families, however about 11 percent of the families have an income below the poverty level. The city's economy is diversified, and includes manufacturing, distribution and service occupations, and Radford College.

The city school system consists of 3 elementary schools (K-7) and one junior high-senior high (8-12). Special education classes are provided for all levels in the system. There are 1,335 students in the three elementary schools and 49 teachers. In McHarg Elementary, there are 435 students, with 15 teachers; in Belle Heth -- 391 students and 15 teachers; and in Kuhn Barnett -- 509 students with 19 teachers.

DESCRIPTION OF PROGRAM:

Elementary School Component: The project will be divided into phase I, phase II, phase III, and phase IV. The initial phase will begin with testing to provide insight and direction for the program. A community advisory committee will be formed to involve the community in the career education process. Other phases of the program will structure a complete school career education program, including curriculum materials implementation, into each of the three schools an analysis of the program and the development of recommendations for revision and refinement be undertaken the following year.

Guidance and Counseling Component: A guidance counselor will service each of the elementary schools. These counselors will work in cooperation

with elementary teacher and administrators, as well as with high school counselors and the vocational education directors. The librarian in each school will assist the counselors in determining materials needed for the program.

Petersburg City School District: Petersburg is an industrial city with a population of 35,963. The population of Petersburg has a fair proportion of middle income families; however, approximately 29 percent of the population has incomes below the poverty level. The city's economy is diversified, and includes a variety of types of manufacturing, as well as distribution and service occupations.

The local school district of Petersburg enrolls approximately 9,186 pupils in grades 1-12. However, for purposes of this career education project, the junior and senior high schools enroll about 3,269 pupils in the project site. More specifically there is one junior high with 95 teachers, 6 counselors, and 1520 students; and a high school with 99 teachers, 6 counselors, and 1749 students.

DESCRIPTION OF PROGRAM:

The program will be comprised of two pilot groups. A Career Exploratory Activities Center will be established to allow students the opportunity to engage in varied experiences in the 15 cluster areas and continue to explore and develop self-awareness of their own interests, abilities and aptitudes.

Junior High School Component: A team approach will be utilized to plan student activities and experiences and to develop the curriculum guide for each grade level. There will be four teachers from grade level 8 one from English, Science, Mathematics, and social studies. From grade 9 there will be three teachers - one from English, Science and Mathematics to coordinate the teaching team. A Career Education Resource Center will be established and located in a separate division of the school library for use by students and teachers.

Service and Counseling Component: Two program counselors will continue to assume the major responsibilities as performed in the 1972-1973 Career Awareness program. Counselor's major tasks will include assisting the program coordinator, provide counseling for students in the project and serving as resource persons to the project teachers. These counselors will work closely with the six junior high school counselors to further develop a complete and articulated model program of guidance and counseling.

STATE AND PROJECT NUMBER:	Washington; V361031L
STATE-LEVEL PROJECT ADMINISTRATOR:	George Pilant State of Washington State Board for Vocational Education 216 Old Capitol Building Olympia, Washington 98504
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C:	$138,708
DURATION:	June 1, 1973 to December 1, 1974

SITE INFORMATION:

The demonstration, testing and development site for the State of Washington will be established within Cashmere School District and Peshastin-Dryden School District. This project will involve two school districts. Following is a description of the districts which comprise the project:

Cashmere, Peshastin and Dryden School Districts: The communities located in a rural geographically isolated area. Most local employment opportunities are confined to agricultural related fields. A high rate of migrant labor is utilized due to seasonal occupational opportunities. Students in the school districts are not exposed to the career opportunities which support the majority of our national population. Seventy percent of our students leave the area to seek employment upon completing high school. Recognizing the needs of the students, the Districts have been involved in initiating career development activities during the past few years.

Cashmere School District enrolls 500 students in the elementary school grades, 18 teachers and a half-time counselor. In the middle school there are 11 teachers, one half-time counselor and 290 students. The high school enrolls 390 students, and there are 25 teachers, and one counselor.

Peshastin-Dryden enrolls 330 elementary students, and there are 17 teachers. In the high school there are 160 students, one counselor, and 12 teachers.

Of the 1670 students enrolled in the Cashmere and Peshastin-Dryden School District, 423 are classified as migrant or disadvantaged.

Washington

DESCRIPTION OF PROJECT:

The purpose of this project is to establish a comprehensive program of career education (K-12) in three small economically disadvantaged communities. The objectives of the project are intended to meet the needs of all children serviced by local education agencies (LEA) relevant to career education and orientation, vocational work experience and cooperative education, and vocational guidance and counseling. Further, the intent of this project is to provide a model with salient features that have both transportability and impact throughout the State of Washington.

Elementary School Component: The program will at the elementary level, stress increased career awareness of students in terms of the broad range of options open to them in the world of work.

Junior High or Middle School Component: The program will at the junior high school level provide career orientation and meaningful exploratory experiences for students.

Senior High School Component: The program at this level will provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experiences and cooperative education opportunities for all students. The program will develop techniques, procedures, and materials which complement rather than supplant the existing school curriculum. The program will further collect and utilize experiences, data and materials from existing career awareness programs throught the State and nation.

Guidance and Counseling: Throughout the project each staff member will be involved with counseling and evaluative functions on all levels under the direction of the Project Guidance Counselor. The guidance counselor will also provide intensive vocational guidance and counseling assistance at the high school level.

STATE AND PROJECT NUMBER: West Virginia; V361042L

STATE-LEVEL PROJECT ADMINISTRATOR: Clarence E. Burdette
Bureau of Vocational, Technical and Adult Education
Department of Education
Charleston, West Virginia 25305

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $87,731

DURATION: June 1, 1973 - Sept. 30, 1974

SITE INFORMATION:

West Virinia's FY 1973 Part C - Career Education Research and Development project proposes to continue with the same project in Raleigh County, West Virginia funded under Part C in FY 1972. This project which presently involves all students located in the service area of Woodrow Wilson High School in Beckley, West Virginia, will be expanded to include all schools within the Raleigh County school system. This expansion will result in the inclusion of six additional high schools, five additional junior h gh schools, and twenty four additional elementary schools in the project. The overall scope of this project includes the estimated number of 7 high schools, 9-12; 8 junior high schools, 7-9; 38 elementary schools, K-6; and 14 counselors. The students enrolled at the high school level include 4,287, junior high level include 3654, and elementary schools 9,619, to make a total of 17,557 students in the Raleigh County School System.

Raleigh County is situated in Southern West Virginia and, while identified as economically depressed by the U.S. Department of Commerce, is viewed as one of the prime growth potential areas of the State. The current level of economic activity in the mining, contract construction, wholesale and retail trade, service industries, and governmental sectors of the economy has resulted in an increase in the work force from 20,170 in 1970 to 21,870 in 1971.

The school system has provided a substantial number of vocational education programs at the secondary level located within the seven high schools and the Raleigh County Vocational-Technical Center. Programs offered at the Vocational-Technical, located at Beckly, are available to students enrolled in high schools throughout the County.

DESCRIPTION OF PROGRAM:

After consideration of the project experiences during the current year and after an assessment of needed changes in structure to accommodate

additional schools, faculty and students, it was decided that the project would continue its focus on the following components:

(1) a career awareness program in grades K-6 designed to create an awareness on the part of students, of the many options available to them in the world of work. (2) a career orientation program in grades 7-9 designed to give students a knowledge of the characteristics of specific clusters of occupations within a broad spectrum of occupational families and to assist them in the analysis of occupational information for decision making. (3) Provision of exploratory and job preparatory programs for students at the senior high school level with opportunities for subject matter specialists in social studies, mathematics, science, and language arts to revise curriculum in these areas to meet the relevant needs of students with varying abilities and educational and occupational goals. (4) Improvement of guidance and counseling services at all levels. Guidance services and activities will be strengthened through addition of paraprofessional personnel and provision of specialized occupational materials. This effort will concentrate primarily at the junior and senior high school levels and will include: (5) The provision of job placement services to students who do not continue their education in a post-secondary occupational or baccaluareate program.

Elementary School Component: Curriculum materials designed for the K-6 level presently being implemented in current project schools will be made available to teachers in the expanded project schools. When possible, assistance will be provided individual teachers with the primary emphasis being placed on designing and conducting an intensive inservice program for teachers which will focus on methods and techniques which have proven successful in incorporating career awareness concepts in the curriculum.

Junior High School Component: All county junior high schools will participate in the career orientation phase of the project. Exploratory units which are being developed in the current project will be made available to all junior high schools. World of Construction and World of Manufacturing Industrial Arts Curriculum projects will be introduced. Group guidance activities will be provided and students will be provided opportunities for participation in simulated and direct work experiences directed toward increasing their knowledge of the labor market and other occupational information. Orientation activities will be developed with primary emphasis being within the social studies curriculum. Emphasis will be placed on the utilization of community resources and parents serving as role models in providing career development concepts in relation to the occupational structure of the community.

Senior High School Component: Emphasis at the senior high school level will be placed on the provision of intensified guidance services and activities and vocational education job preparatory programs within high schools and the Raleigh County Vocational-Technical Center.

West Virginia

Senior high school subject matter specialists in social studies, mathematics, science, and language arts will engage in in-service activities designed to assist in curriculum revision in these areas in order to more fully meet needs of students with varying educational and occupational goals.

Out-of-school out-of-work students will be served in a vocational program specifically designed for disadvantaged students. This program will incorporate work adjustment, vocational evaluation, cooperative education, basic education and supportive counseling services in order to meet the job preparation needs of such youth.

The facilities of the Raleigh County Vocational-Technical Facility will be made available during the summer in providing exploratory activities for any student in the county who has completed the seventh grade.

Guidance and Counseling Component: Many of the career education activities in the junio and senior high schools will be dependent upon the degree to which counselors become involved in teaming with teachers in designing career orientation and exploratory activities as well as provision of intensified occupational guidance activities to assist in the career education program development activities. Paraprofessionals will be employed to prov'de a differentiated staff approach to the accomplishment of guidance program objectives. The guidance program is viewed as an integral part of the overall career education project functioning upon the basis of program objectives and priorities established during the current project.

183

STATE AND PROJECT NUMBER: Wisconsin; V361004L

STATE-LEVEL PROJECT ADMINISTRATOR: Eugene Lehrmann
State of Wisconsin
State Board of Vocational, Technical and Adult Education
137 East Wilson Street
Madison, Wisconsin 53702

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $193,873

DURATION: June 1, 1973 - May 31, 1974

SITE INFORMATION:

The Wisconsin Board of Vocational, Technical and Adult Education in cooperation with the Department of Public Instruction for the State of Wisconsin, on behalf of the Area Board of Vocational Technical and Adult Education - District One, and the public school system of the City of Eau Claire will conduct a phase II Career Education Kindergarten through Adult Research and Development Project. Following is a description of the project site:

Eau Claire School District: The basically rural nature of the nearly quarter-million people who reside in the area served by District on is illustrated by the fact that nearly 62 percent of these people reside on farms, or in small towns and villages of less than 2,500 population. Nearly this entire population (99.6percent) is white. The remaining four-tenths of a percent is divided rather evenly between Black, Indian, and various other racial minorities.

Eau Claire's economy is described as being diversified. In addition to pulp, paper, tire and other heavier industries, wholesalers serve the west central portion of Wisconsin to an extent of over $75,000,000 annually. However, 21 1/2 percent of the work force within the district are engaged in agriculture, the largest single industry within our district.

In terms of family income levels, District one represents one of the poorest areas within the State of Wisconsin. The district wide per capita income in $2,275.

There are 36 public secondary schools and 4 private secondary institutions within District one. The public school district of Eau Claire covers 174 square miles; 3,335 students are enrolled intwo high schools, and 7,053 students are enrolled in K-through 8. It maintains a staff/pupil ratio of 19.5 K-8 and 19.3 compared with State-wide averages of 20.5 and 17.5. Sixteen counselors are employed in the district; 7 in junior high schools and 9 in the senior high schools.

Wisconsin

DESCRIPTION OF PROJECT:

The objectives of the District one portion will center around the implementation of several aspects of the career education planning and field testing the project which is currently being conducted within the district.

During phase one of the career education project a workshop was held involving the public school district and the vocational institute. In the workshop a staff guide and a career education directory for dissemination was developed.

Elementary School Component: Programs beginning at the elementary school level are designed to increase the awareness of students in terms of the broad range of options open to them in the world of work.

Junior High School Component: Programs beginning at the junior high level are designed to provide career orientation and meaningful exploratory experiences for students.

Senior High School Component: Programs designed at this level are to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

Placement and Adult Education Component: Programs designed to insure the placement of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program. Placement services will be available to all students and will include military service and marriage counseling.

Guidance and Counseling Component: The school counselor will provide assistance in initiating, developing, and implementing career education into the regular curriculum; provide current career education information for students and faculty; provide appropriate group guidance activities; and to provide counseling services for individual students.

STATE AND PROJECT NUMBER: Wyoming; V361046L

STATE-LEVEL PROJECT ADMINISTRATOR: Fred P. Black
State Department of Education
Cheyenne, Wyoming 82001

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $15,429

DURATION: June 1, 1973 - May 30, 1974

SITE INFORMATION:

It is the desire of the Division of Occupational Education of the Wyoming Department of Education to participate in the Research and Development Program as described in the policy paper AVTE-V72-11. Following is a description of the project site:

Central Wyoming Community College District: Riverton, Wyoming is located in Fremont County and has a population of 28,860 people. The Wind River and numerous irrigation projects provide support for the largest agricultural production county in the State. Over three thousand farm units raise as major crops corn, beans, sugar beets, hay, cattle and sheep. Riverton is the center for uranium production in Wyoming. Approximately five thousand persons are engaged in the mining, refining, and transportation or uranium yellow cake. Petroleum, natural gas, and coal provide further mineral production operations in the community. Tourism is the third major industry in the Riverton area. The community provides a gateway to Teton and Yellowstone National Parks. Lumber and lumber products provide the fourth major economic factor to the community. A rapidly developing electronic complex is growing in the area. The social background of the community reflects the strong agricultural nature of the area. The farming of sugar beets requires extensive use of hand labor. A prominent American-Mexican Community and migrant farm labor group is prevalent in the community. Approximately six thousand members of the Arapahoe and Shoshoni tribes are located in the community.

Schools involved in the project are: Central Wyoming Community College - 450 students, 32 teachers, and three counselors; River High School - 746 students, 34 teachers and 1 counselor; Riverton Junior High School - 820 students, 34 teachers and 1 counselor; Riverton Elementary School (4) - 1440 students, 71 teachers, and 1 counselor.

DESCRIPTION OF PROJECT:

The program will contribute to the overall Exemplary K-14 occupational education program by adding in-depth expertise in the audio/visual

media area. The coordinator will add an additional dimension to the existing Occupational Learning Activity Packets by providing on-the-job 35 mm slides and cassette recordings as well as VTR productions that will complement the present Learning Activity packet program.

Project Component: The focus of the project is to provide Central Wyoming College and School District #25 with an audio/visual media specialist who would develop materials and programs that would complement the existing Learning Activity Packets, as well as develop supplemental materials.

Counseling Component: The concept of the counseling model will utilize specific guidance and counseling materials as well as counseling personnel. An opportunity will be provided for all students to take the GATB test at Central Wyoming College.

187

STATE AND PROJECT NUMBER: American Samoa; V361026L

STATE-LEVEL PROJECT ADMINISTRATOR: David R. Lynn
State Director of Vocational Education
Government of American Samoa
Pago Pago, American Samoa 96920

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $1,439

DURATION: May 1, 1973 - August 17, 1973

SITE INFORMATION:

Tutuila is the project site in the Territory of American Samoa receiving special FY 1973 funds to develop and demonstrate career education components. Following is a description of the school district which comprise the project site:

Tutuila School District: American Samoa has a population of approximately 28,000. The economy includes industrial plants, and a number of distribution and service occupations, though it is largely agricultural. The largest employer however, is the Federal government. The school system enrolls 11,400 students. Four elementary schools will comprise the project site. A total of 1,676 students will be involved: Aua - 14 teachers, 2 administrators and 318 students; Leone Midkiff - 22 teachers, 3 administrators, and 642 students; Manulele Tausala - 15 teachers, 2 full-time administrators and 418 students; Alofau - 13 teachers, 2 administrators, and 298 students.

DESCRIPTION OF PROGRAM:

Programs at this level are designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work. The program will be comprehensive in nature.

188

STATE AND PROJECT NUMBER: Guam; V361041L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Katherine B. Aguon
Government of Guam
Department of Education
Agana, Guam 96910

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $4,611

DURATION: June 1, 1973 - June 30, 1974

SITE INFORMATION:

The Territory's FY 73, Part C Program is to create a plan for career education activities in the schools of Guam based upon needs and priorities of informed opinions of educators, legislators, community, and business leaders. Following is a description of the school district which comprise the project site:

Guam School District: Guam is a small island, comprising approximately 210 square miles in an area 30 miles long and 4 to 8 miles wide. Guam has a population of 86,929 persons. Of this population, approximately 19,000 are military and dependents. The civilian population is 77.2 percent Guamanian, 9.2 percent Statesider, 8.5 percent Filipino, and 5.1 percent "others".

Approximately 27,000 young people attend elementary and secondary schools. There are 25 elementary shools (K-6); five junior high schools (7-9); two senior high (10-12), one Vocational-Technical senior high school (10-14), and the University of Guam. There are 667 elementary teachers; 247 junior high teachers, and 211 senior high teachers, serving 16,900 elementary school students; 5,600 junior high school students; and 4,400 senior high school students. In addition, there are approximately 17 counselors in elementary schools; 14 counselors in junior high school; and 14 counselors in senior high schools.

DESCRIPTION OF PROGRAM:

The overall plan will include career awareness, career exploration and career preparation components. The plan will also include a strategy for mounting a community-wide coordinated effort in career education, utilizing existing components and activities, as well as generating new alternatives and funds.

Approximately twenty-five leaders from the public and private sectors of the island will meet as a task force to assist knowledgeable career education consultants in the design of a relevant initial design model.

Guam

Following the task force effort, approximately five special seminars and workshops will be held for teachers and administrators of elementary, junior and senior high school, Board of Education members, Department of Education officials and guidance counselors.

STATE AND PROJECT NUMBER: Puerto Rico; V361044L

STATE-LEVEL PROJECT ADMINISTRATOR: Dr. Amalia Lide Charnew
Director, Research & Curriculum Development Unit
Vocational & Technical Education
Hato Rey, Puerto Rico 00919

FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C: $194,800

DURATION: Extended - June 24, 1975

SITE INFORMATION:

A total of 8 schools will be participating in this project. Five of them are already under some career education project mostly financed under federal funds. The other 3 projects have a total of 120 teachers, 6 counselors, and 2,291 students. The economy of the area is turning from a predominantly agriculture to an urban more industrialized society. Construction and the services industries are developing steadily.

Republic de Peru Junior High School: This school has a total of 54 teachers, 4 counselors and 932 students. The school belongs to the San Juan School District and is located at the Luis Lloren's Tones Public Housing Project.

Ramon Power Senior High School: Together with the Peni Junior High School this school belongs to the East San Juan School District, and is located at Luis Llorens Tones Public Housing Project. This housing project is one of the world's largest public housing projects created to benefit low income and impoverishedpeople. The kind of economic limitation found in this community generates a variety of social problems specially educational. Ramon Power Senior High employes 51 teachers and 2 counselors, and has a total student enrollment of 473.

The Lajas Secondary School: This school is an urban school located in the town of Lajas, which is a small community in the southern part of the island. The Lajas Secondary School has 25 teachers and one counselor and 473 pupils and is located in the town of Lajas-Mayaquez Educational Region. The vicinity has a population of about 15,375 persons. The secondary school operates with grades 10 to 12 with an enrollment of 473 students. Lajas is one of the tourist attractions in Puerto Rico for its phosphorescent bay.

Puerto Rico

DESCRIPTION OF THE PROGRAM:

In addition to a strong guidance and counseling emphasis, the three new sites will engage themselves in a program that will foster the development and testing of materials intended to increase students self-awareness, development of decision-making skills and awareness of occupational opportunities in career lines in major occupational fields.

The overall objective is to utilize the 8 centers as testing sites for materials and curriculum experiences suited to the development of positive attitudes about the personal, social and economic significance of work. The projects will also seek to help students in the development of sound career decision making skills. The final objective of this comprehensive model will be to insure placement of all existing students in a job, a secondary occupational program, a post-secondary occupational program or a college bound program.

The comprehensive model will focus on every aspect of career education: perception, awareness, exploration and training. Also will include three levels of the school system-elementary, intermediate and secondary. It will encompass guidance and counseling as a major element and programs will be designed to increase the self-awareness of each student. It will develop in each student favorable attitudes toward the personal, social, and economic significance of work, and will assist them in developing and practicing approximately private career decision-making skills. Programs at the elementary level will be designed to increase the career awareness of students in terms of the broad range of options opened to them in the world of work.

Programs at the junior high school level will be designed to provide career orientation and meaningful exploratory experiences to students.

Programs at grades 10 to 12 will be designed to provide job preparation in various occupational areas, with special emphasis on the utilization of work experiences and cooperative education opportunities for all students. At this level preparation will also be provided for those students wanting to continue further education or training.

Guidance and Counseling Component: The overall attainment of the program will be to insure the placement of all existing students in either a job, a post-secondary occupational program, or a college bound program. Some of these focuses are already incorporated in some of the 5 career education projects being developed at the present time, but this proposal will bring together in a model the total efforts. Therefore, close coordination is needed in order to analyze what is being done and proceed to integrate the various projects into a meaning-

ful, comprehensive, well-developed career education model with a strong emphasis in guidance and counseling to be adapted to both urban and rural achools in Puerto Rico.

193

STATE AND PROJECT NUMBER:	Trust Territory of the Pacific Is. V371018L
STATE-LEVEL PROJECT ADMINISTRATOR:	Mr. Abel R. Olopai Project Director Department of Education Board for Vocational Education Saipan Trust Territory of Pacfic 96950
FEDERAL FUNDS PROVIDED UNDER SECTION 131(a), PART C:	$4,708
DURATION:	May 1, 1973 - October 30, 1974

SITE INFORMATION:

The local school district of Ponape is the site of the Pacific Island's Part C demonstration, testing, and development site for FY 1973. Following is a description of the school district which comprises the project site.

Ponape School District: Ponape is located southeast of Guam and southwest of the Hawaiian Islands. It is the largest island in the district.

The Ponape School District has three high schools and forty-two elementary schools. One of the high schools is a privately operated vocational high school. There are two community college which have teacher training departments with major emphasis on preparing elementary teachers. The college also offers training for vocational teachers.

Ninety-nine percent of the school children in Ponape District have been classified as being educationally deprived and from low income families. With the exception of government employees and the few employees working in the private sector, most people live on a subsistence level with the major means of support being from farming and fishing.

DESCRIPTION OF THE PROGRAM:

The Ponape District Career Education Curriculum Dissemination Project has two purposes: (1) to develop and disseminate adopted and tested materials to all the elementary schools of the district, (2) to undertake the diffusion of career education curriculum materials to any or all of the public or private schools in the other five school districts in the Trust Territory of the Pacific Islands who express an interest in the developed materials.

Trust Territory

Elementary School Component: The project will run concurrently during a portion of the curriculum development and initial implementation and field testing components. Curriculum materials will be designed to increase self awareness, to increase awareness of the personal, social, and economic significance of work and to assist each student in developing and practicing appropriate career-decision making skills.

The program design places special emphasis on the career awareness of students in terms of the broad range of options open to them in the world of work.

Guidance and Courseling Component: Training will be given to the elementary teachers and they will serve as the guidance counselor and stimulator who has the most contact with the students. The teacher training workshops will involve all elementary teachers in the District as well as teachers in training at the Ponape Teacher Education Central.

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195